

Mark Scheme (Results)

June 2014

Pearson Edexcel GCE in
Government & Politics
(6GP01)

Unit 1: People and Politics

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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.

No.1(a)	Outline two ways, other than voting in elections and referendums, in which people can participate in politics
Indicative content <i>(The following does not exhaust relevant points or appropriate knowledge)</i>	
<p>There are many ways other than voting in elections and referendums in which people can participate in politics, some of these include:</p> <ul style="list-style-type: none"> • They may join a political party and become active within its ranks or simply a paid up member who contributes to its funding. • They may join a pressure group and again support a political cause by contributing to funds of the pressure group or becoming more active in the organisation • They may stand in elections at various levels, local, regional or national. This could be as an independent candidate or as an officially endorsed candidate for a political organisation/party • They may contribute and engage in political dialogue in society, this could be by writing to political officials (e.g. MP/Local Council), or it may be signing a petition or e-petition. • They may join political demonstrations and protests against or in support of as given political stance. 	
AO1	Knowledge and understanding
<ul style="list-style-type: none"> • Up to 3 marks for each detailed or developed description <i>of a particular participative route</i>, which shows an expansive, comprehensive knowledge and understanding. <p>N.B. Only TWO ways can be credited.</p>	

No. 1(b)	Explain three criticisms that have been made of referendums.
AO1	Knowledge and understanding
Indicative content (<i>This is not an exhaustive account of relevant points</i>)	
<p>A number of criticism have been levied against the use of referendums these may include:</p> <ul style="list-style-type: none"> • They can be manipulated by those in power to suit their own needs and solving internal rifts/divisions as opposed to delivering clear democratic needs • Often it is impractical to place an issue in a yes/no format as a referendum requires, issues are too complex for a binary vote/choice • The over-use of referendums can cause a lethargy eventually in the public • A referendum rarely has a neutral or unbiased platform. Often one side has more money, more favourable press coverage and finance determines the outcome. • Low turnouts can bring into focus the extent of legitimacy provided by the referendum <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Reference is made to at least 2 criticisms of referendums and, albeit simply, the context of the issue. <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • There is discussion of at least three criticisms and clear consideration of the issues that these create. 	
Level 3 5-7 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-4 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
AO2	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> • Ability to evaluate and explain the criticisms and detail the implications of these 	

Level 3 3 Marks	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 2 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 1 Mark	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

1(c)	Assess the strengths of representative democracy as it operates in the UK.
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>Democracy in the UK has many operative strengths claimed on its behalf, these include:</p> <ul style="list-style-type: none"> • It is a system of representative democracy which in the main produces strong and stable government. In the post war period there have only been two elections which did not deliver a single party with a majority. However many cite the existence of an elective dictatorship by which governments have excessive power and act in an autocratic fashion. • It possesses fair electoral systems which secure accurate representation. For the FPTP system strengths such as simplicity, speed, constituency and MP links etc. Other electoral systems exist which demonstrate the flexibility and variance of the representative process. However many cite that fact that turnout is low and this creates several problems such as legitimacy, accurate representation and political disengagement. • It is a representative democracy with tiers of government at local national and regional a level. Since 1997 power has been devolved to Wales Scotland and Northern Ireland and the quality and scope of representative democracy has expanded. However criticisms have been levied against the devolved regions in that they are an unnecessary tier of government which cost too much and where turnout is low at elections. • It is a representative democracy where civil liberties and human rights are values respected and widely known. We have the Human Rights Act and various civil liberties constructed to protect freedoms. However it has been argued in recent years that civil liberties have been eroded, the UK is alleged to be moving to a state where privacy is encroached and denied. • It is a system of representative democracy where there is political diversity and numerous avenues to participate and engage in politics. Political parties freely form; pressure groups proliferate and channel political voices to those in office. However many cite that participation in politics is loaded against many. Political power is not easily wrestled from the main political parties; there is an imbalance in pressure group power where only the wealthy pressure groups succeed <p>(continued on next page)</p>	

<p>A threshold Level 2 response will typically exhibit the following features: Limited understanding shown of the strengths of representative democracy with links to the UK.</p> <p>A threshold Level 3 response will typically exhibit the following features: Clear understanding shown of the strengths of representative democracy with explicit links to the UK.</p>	
Level 3 6-8 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-5 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
AO2	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> • Ability to analyse and explain the strengths of the UK's system of representative democracy • Ability to analyse and explain the reasons the UK's system of representative democracy has been criticised 	
Level 3 7-9 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 4-6 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 0-3 Marks	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
AO3	Communication and coherence
<p>Appropriate vocabulary in this question may include terms such as electoral reform, democratic deficit, voter turnout and participation and other relevant and illustrative terminology.</p>	
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.2(a)	What is pluralist democracy?
Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)	
<p>Pluralist democracy has several features which include:</p> <ul style="list-style-type: none"> • It is a form of democracy which sees participation essentially via organised groups speaking up for a collective interest. • Pressure groups are seen to reflect this form of democracy and act as the agents for change in society. • There will be competition by numerous groups seeking to advance their particular cause or interest. • Pluralist democracy requires the widespread dispersal of power and also the availability of numerous avenues for groups to access the political system with no one group having a monopoly of power. • The government under a system of pluralist democracy is seen as a neutral force and acts to arbitrate and decide between competing factions. • Pluralist democracy may be contrasted with elitism. <p>Other features may be advanced and developed.</p>	
AO1	Knowledge and understanding
<ul style="list-style-type: none"> • Up to 3 marks for each detailed or developed description <i>of a particular feature</i> which shows expansive, comprehensive knowledge and understanding. 	

No. 2(b)	Using examples, explain three reasons why pressure groups may fail to achieve their objectives
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>Failure is a regular outcome of pressure group activity; a Government cannot bow to the numerous demands which are placed on finite resources. Pressure groups will fail in their objectives for a number of factors. Lack of finance, lack of members, the failure to secure a prominent profile etc. Particular examples may include:</p> <ul style="list-style-type: none"> • A pressure group may fail to achieve their objectives if the level of support is far stronger and better articulated by a countervailing pressure group(s). Examples include the failure of the Countryside Alliance to prevent the hunting ban from the support received by other groups such as The League against Cruel Sports plus the tide of public opinion against hunting, ASH (anti-smoking) had a greater claim in advancing the Smoking ban in Public places than did Forest (pro-smoking) in preventing the legislation. • A pressure group may fail to achieve their objectives if the Government can withstand their cause and demands. The Stop the War movement aimed at preventing the Iraq war failed in the face of a determined government headed by Tony Blair who felt war was necessary even if unpopular. The Coalition government has ignored the cries not to increase tuition fees from £3k to £9k from Student pressure groups such as the NUS • A pressure group may fail to achieve their objectives if their methods alienate and cause widespread public disapproval. The activities of some animal rights groups and climate change protesters do more to destroy their support and their cause. SHAC and Greenpeace have at time employed direct action which has been illegal and proved to be unpopular and counter-productive. <p>A threshold Level 2 response will typically exhibit the following features: Two distinct examples linked to different reasons why pressure groups fail to achieve their objectives.</p> <p>A threshold Level 3 response will typically exhibit the following features: Three distinct examples clearly linked to different reasons why pressure groups fail to achieve their objectives.</p>	

Level 3 5-7 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-4 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
AO2	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> Ability to analyse and explain the factors behind the failure of certain pressure groups. 	
Level 3 3 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 2 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 1 Mark	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No.2(c)	To what extent do pressure groups undermine democracy?
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>There is evidence that pressure groups undermine democracy this covers various criticisms and perspectives some of which include:</p> <ul style="list-style-type: none"> • Pressure groups challenge and subvert parliament and the established democratic political process. They ignore the normal means of democratic participation via MPs and other fairly elected posts. They undermine the system of participation in a representative democracy. • Many pressure groups themselves are organised in an un-democratic manner without a formal constitution or decision making process. • They serve to concentrate power and create elitism whereby only certain wealthy or high profiled groups are successful thus restricting participation as many other pressure groups do not have a fair means of access and influence • A number of pressure groups revert to and encourage illegal activity. This may include violent protest and clear law breaking. <p>However there is evidence that they advance and do not undermine democracy and evidence for this position can be based on the following:</p> <ul style="list-style-type: none"> • They provide an entry point for numerous groups to engage in the democratic process and naturally and beneficially supplement the democratic process • With a lengthy period in between elections (5 years) they are an additional means of holding governments to account in the interim • Pressure groups serve governments and the democratic process in being able to represent and consult governments often advising them on policy options for legislative changes • They serve to educate and inform the wider general public on political matters so that they become more informed and alert surrounding political events. <p>A threshold Level 2 response will typically exhibit the following features: Limited understanding shown of the ways in which pressure groups do and don't undermine democracy or clear understanding of one side of the debate.</p> <p>A threshold Level 3 response will typically exhibit the following features: Clear understanding shown of the ways in which pressure groups do and don't undermine democracy.</p>	

Level 3 6-8 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-5 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
AO2	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> • Ability to analyse and explain how pressure groups can promote/undermine the democratic process. • Ability to evaluate the how pressure groups influence in a positive and negative manner the operation of democracy 	
Level 3 7-9 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 4-6 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 0-3 Marks	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
AO3	Communication and coherence
Appropriate vocabulary in this question may include terms such as pluralism, elitism, partisan dealignment and participation crisis amongst other pertinent political 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.

3a	Outline two ways in which political parties differ from pressure groups.
Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)	
<p>Pressure groups and political parties can be seen as clearly distinct from one another; ways in which they differ include:</p> <ul style="list-style-type: none"> • The aim of political parties is to achieve power and govern affairs of state. Pressure groups do not have this as their aim; instead they seek to influence and persuade those who are in power. • It is thus the norm that political parties will field candidates across all elections; by contrast although pressure groups have stood for election this is not the norm • Political parties will have policies and ideas on a vast range of subjects by contrast pressure groups tend to be more specialised with a narrow policy and ideas focus • Political parties have clear lines of accountability and operate in a constitutional framework by contrast many pressure groups have less transparent frameworks for accountability. 	
AO1	Knowledge and understanding
<ul style="list-style-type: none"> • Up to 3 marks for each detailed or developed difference which shows expansive, comprehensive knowledge and understanding. 	

No. 3(b)	Using examples, explain the difference between left-wing and right-wing political ideas.
AO1	Knowledge and understanding
Indicative content (<i>This is not an exhaustive account of relevant points</i>)	
<p>The political spectrum is seen by some as a divide between left and right wing political ideas. Left wing ideas cover equality, welfare, social justice and collectivism. Right wing ideas cover law and order, private property, low taxation and individualism. The following examples illustrate the different approach taken left and right wing approaches.</p> <p>Attitude towards capitalism and the free market. Those on the left wing have a belief that capitalism and a free market has to be monitored and controlled; it aims to protect the interests of workers who may be exploited by owners. As such the minimum wage is an attempt to prevent wage exploitation. However those on the right have a different attitude towards capitalism and believe that it should have maximum freedom to create wealth which will cascade through society. As such those on the right are keen to see the lowering of Corporation Tax for businesses.</p> <p>Attitude towards welfare. Those on the left feel that the state has a commitment to care for all in society and especially the vulnerable, it has encouraged and supported universal welfare benefits: as such cuts to welfare would be rejected and the state encouraged to do more for its citizens. Those on the right oppose the growth of welfare for many reasons. Firstly they feel that the state cannot afford to continually expand its provision. Secondly they feel that it creates a dependency culture where people become dependent on the state and lose the drive to work and achieve.</p> <p>Attitude towards equality. Those on the left believe that society is unfairly structured and hierarchical: privileges enjoyed by certain minorities should be addressed. As such the left will favour tiered taxation of the wealthy to redistribute income. However those on the right believe that society will contain natural inequalities and as such the difference in incomes is to be welcomed to act as a spur to effort and industry. As such taxation levels should not be used to redistribute wealth but workers should be allowed to keep as much of their income as possible.</p> <p>A threshold Level 2 response will typically exhibit the following features: Limited understanding of the difference between left and right wing positions accompanied by relevant examples.</p> <p>A threshold Level 3 response will typically exhibit the following features: Clear understanding of the difference between left and right wing positions accompanied by clear and detailed examples.</p>	
Level 3 5-7 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

Level 2 3-4 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
AO2	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> • Ability to analyse and explain the difference between left and right wing policies and ideas. 	
Level 3 3 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 2 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 1 Mark	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No.3(c)	To what extent are the major parties internally divided over policies and ideas?
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>In the Conservative Party there are on-going divisions on the issue of the EU. In the past the Eurosceptics were a minority division but over the last 20 years this group has come into ascendancy in the party. The party is also divided over its attitude towards the legacy of Mrs Thatcher and Thatcherism whether to further advance Thatcherism or to reduce the commitment of the party to those ideals. One division in the Conservative Party is the Tory Reform Group who champion the cause of 'one nationalism' hesitant to follow the rugged individualism supported by the more Thatcherite element. Divisions also exist in the party over the coalition with the Liberal Democrats and over the attitude to gay marriage. However despite these significant divisions the party is not on the verge of splitting as a consequence of these internal rivalries and differences. The leadership of David Cameron has not had a major challenge, with the promise of a referendum on the EU in the next Parliament he has calmed down the EU as a major internal fault line. There is unity in the party for the need to curb public spending and reduce the deficit.</p> <p>In the Labour Party there has been a historic difference between what was seen as Old Labour and New Labour. Old Labour represented the original ethos and ideas upon which the Labour Party was founded at the start of the 20th Century- with a commitment to the working class and a distinct approach to capitalism. Since the loss in 1983 to Mrs Thatcher the Old Labour element has declined and in its place a more accommodating approach has been taken to the economy and society. This division is termed Old Labour and New Labour but is seen also as traditionalists' v modernisers'. A split in the party is emerging between how close the party positions itself to the Trade Unions – with some seeing the link as crucial and underpinning the ethos of the party while other see the link as damaging and limiting. However despite these rifts the party it can be argued remains intact and not severely divided under the leadership of Ed Milliband. There is a consensus in the party towards debt reduction and a commitment to welfare provision. The division between Old and New Labour has diminished with reformers in the ascendancy.</p> <p>The Liberal Democrats have emerging splits on the progress and compromises made to enter the coalition – this seen more at grassroots level than at Westminster. One major division in the party is the Orange Book group who stress the need for the party to be more EU cautious, possess a greater belief in the free market than welfare provision and stress the need to be active in local government. However despite the strains of sharing government the party is united in the stance and coalition agreement. It remains committed on core ideas such as electoral and constitutional reform.</p>	

A threshold Level 2 response will typically exhibit the following features:
Limited understanding of the extent to which different political parties are divided.

A threshold Level 3 response will typically exhibit the following features:
Clear understanding of the extent to which different political parties are divided.

Level 3 6-8 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-5 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
AO2	Intellectual skills

Intellectual skills relevant to this question

- Ability to analyse and explain the internal divisions within the major parties
- Ability to evaluate the policies and ideas of the major parties

Level 3 7-9 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 4-6 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 0-3 Marks	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

AO3 Communication and coherence

Appropriate vocabulary in this question may include terms such as One Nationism, New Right, organic society Orange Book Liberal, Old Labour and New Labour 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.4(a)	Outline two functions of elections.
Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)	
<p>Elections fulfil key functions in a representative democracy</p> <ul style="list-style-type: none"> • They are a means of providing choice for the electorate, elections are contested by parties who offer different programmes if they are placed in power/office. Elections serve to identify and secure that choice/option • Elections are devices which allow governments to be fairly removed and to form. If a party wins an election it secures the right to govern. If a party loses an election it bows to the loss and leaves the offices of state. They provide legitimacy. • Elections serve to 'showcase' the political spectrum in society: they allow for the display of mainstream politics and how elections are conducted serves to engage and educate the general public • Elections serve to be the means in a large society by which citizens can actively participate and feel involved in political life. • Elections enable different shades of political opinion to be represented and act as a conduit for the public. Caroline Lucas in securing the seat at Brighton speaks for the Green Party in the Commons 	
AO1	Knowledge and understanding
<ul style="list-style-type: none"> • Up to 3 marks for each detailed or developed description of a particular function which shows an expansive, comprehensive knowledge and understanding. 	

No. 4(b)	Explain the workings of three electoral systems used in the UK.
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>First past the post is used for elections to Westminster. It is a single member simple plurality system. The winner is the person with the most votes, this may not be above 50% of those cast. The MPs returned are geographically located to represent 650 regions within the UK. Each voter has one vote and simply indicated their choice by an 'x' next to their preference. Victors in each constituency have a plurality of the vote, to win the overall general election a party aims to have a majority over all other parties in the Commons – thus they need to reach 326 to be in that position.</p> <p>The Additional Member System (AMS) used in the devolved regions of Scotland and Wales and for the London Assembly. It is a combination of fptp and the regional list system. Each voter casts two votes one for the constituency member this is based on fptp a single member simple plurality concept and the second vote is not for an individual but for a party from a list. This produces two types of representative one constituency based the other arising from the party list. The list element is present to give a more proportional result.</p> <p>The Regional Closed Party list is used in the UK (except N. Ireland) for elections to the European Parliament. Here the UK is divided into regions and the voter does not select a candidate but rather expresses a preference for a party. The party decides the order of names on the party list, hence the term closed list as opposed to an open list (the open list does not operate in the UK) where the voter can select a preference for party candidates. The calculation used is the D'Hondt method.</p> <p>Other electoral systems can be described such as SV, STV and AV.</p> <p>A threshold Level 2 response will typically exhibit the following features: A limited understanding of the workings of two electoral systems used in the UK.</p> <p>A threshold Level 3 response will typically exhibit the following features: A clear understanding of the workings of three electoral systems used in the UK.</p>	
Level 3 5-7 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-4 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
AO2	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> Ability to explain the various functions of elections. 	
Level 3 3 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

Level 2 2 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 1 Mark	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No.4(c)	Assess the advantages of the various electoral systems used in the UK.
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>The various electoral systems used in the UK have advantages claimed for their usage.</p> <p>FPTP is championed for its speed, simplicity and its ability to keep out extremists. However many question whether fairness is lost or sacrificed for these values. It is also argued that as other systems are used in the UK and worldwide the need for simplicity is exaggerated. The disadvantage faced by many small parties leads some to question the advantages claimed for FPTP</p> <p>AMS is championed for its ability to combine the best aspects of FPTP with a proportional element. Its ease of implementation coupled with the acceptance of the system adds weight to its attributed advantages. However many complain that the fact that the party decides the list and the order of the names thereon denies full democratic transparency. Furthermore having two routes to being elected is unfair with the successful list candidates having a lower legitimacy threshold.</p> <p>The Closed Party List is championed for being the most proportionately representative system in use in the UK – having a close correlation between the % of votes and the % of seats. However the fact that extremist parties such as the BNP gain credibility and representation is a cause for concern. Additionally the low turnout at these elections casts into doubt the advantages claimed by the system.</p> <p>Advantages of other electoral systems used in the UK, such as SV, STV or AV can be assessed.</p> <p>A threshold Level 2 response will typically exhibit the following features: Limited understanding of the advantages of different electoral systems used in the UK.</p> <p>A threshold Level 3 response will typically exhibit the following features: Clear understanding of the advantages of different electoral systems used in the UK.</p>	
Level 3 6-8 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 3-5 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
A02	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> • Ability to analyse the advantages claimed for various electoral systems used in the UK • Ability to evaluate these advantages and consider flaws in those claims 	
Level 3 7-9 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 4-6 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 0-3 Marks	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
A03	Communication and coherence
Appropriate vocabulary in this question may include terms such as First Past the Post, safe seats, proportional representation 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

