



Examiners' Report June 2016

GCE Government & Politics 6GP03 3A

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June 2016

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Introduction

As in other recent series this paper saw a concentration on contemporary events from many candidates, with a strong focus on the policies of the coalition, as well as some awareness of the emerging priorities of both the Conservative government and the Corbyn-led Labour party. The questions were structured to encourage a contemporary approach, although this did not prevent some over-reliance on historical content, particularly with regard to law and order policy, where some candidates remain too fond of the policies of the Blair and even Major governments.

The choice across the short response questions was reasonably even, although quality was less consistent than in some recent series. Too many candidates were caught out by a failure to carefully attend to all of the demands of the question, notably in a failure to give sufficient weight to both the 'how <u>and</u> why' of questions 1 and 4, or a sufficiently contemporary focus on questions 3 and 5. Even relatively straightforward demands such as 'agree' confused a small minority of candidates who wasted too much time, effort and potential marks on disagreements.

Equally, with the essay questions a significant number of candidates did not fully appreciate that where a question used two distinct content words, such as 'sustainable <u>and</u> desirable', there was a need to consider both concepts and not to treat them as one.

Candidates must remain vigilant in their attempts to respond to exactly what is asked. This will allow them to access the maximum marks whilst making the most effective use of their time.

It was pleasing to again see the vast majority of candidates maintaining a political focus with most candidates accepting the additional hint of question 2 of the word 'political' which helped them to avoid an overly statistical analysis.

Timing was sound overall with most candidates apparently devoting a roughly equal amount of time to each response, including the essay. A few candidates' grades were affected by spending too long on certain questions. Similarly, a few candidates clearly spent rather longer on either section A or section B and again this affected their grade adversely.

Balance remained critical to achieving Level 3 in essay responses, especially on question 3. Only a small number of candidates offered one-sided responses.

Synopticity was particularly strong on question 8, where candidates were specifically invited to consider party views. Candidates' responses to question 6 were generally robust, especially in terms of different approaches to welfare. They were generally weaker on question 7, where a number of otherwise capable candidates failed to specifically ascribe different views to those who hold them. Too many opposing arguments were credited to 'it could be argued that' or 'some say', rather than to the individual parties, persons or other relevant groups who have actually argued that point.

A final point of note was a moderate but nevertheless noticeable number of avoidable factual errors, some as basic as which party and politicians were in power in a particular year, but also details lacking, for example, in terms of individual party policies. This may partly reflect an assumption on the part of some candidates that the view of one individual represents the whole of that party. Candidates should therefore be advised of this fallacy.

Question 1

This question was of middling popularity.

The key to answering this question well was a focus on specific policies that were relevant to unemployment, giving weight to both the 'how and why' of the situation.

A number of candidates addressed the question more in terms of welfare policy than economics, and this was an acceptable route to a reasonable mark provided those policies were clearly linked to their impact on unemployment. A more serious limitation for many candidates was a failure to significantly engage with why.limiting.unemployment is an important political goal.

The efforts of the Coalition to both incentivise work benefit claimants were thoroughly discussed, as (to a lesser extent) were attempts to expand apprenticeships and to invest in infrastructure. In terms of 'why' there was much discussion of reducing benefits bills but less mention of the wider political significance of unemployment, or of the link between unemployment and the more general economic health of the nation.

Weaker candidates restricted their 'why' to brief or general points (often about reducing the cost of welfare), and were limited in how well they linked the policies described to their specific impact on unemployment.

Level 1 responses were rare, but where they did occur tended to be very general, or to discuss policies that had a very tenuous link to unemployment, such as the posited retention of Trident as a job creation scheme.

Level 2 responses tended to focus more on 'how' than 'why', often limiting the latter to a brief reference to cost, and focusing the former on different aspects of welfare reduction.

Level 3 responses showed balance between 'how' and 'why', with the former being clear, specific and covering more than one government, and the latter showing awareness of the economic impacts beyond welfare as well as sometimes reflecting on the electoral significance of unemployment.

Indicate your first question choice on this page. You will be asked to indicate your second question choice on page 6.

Put a cross in the box \boxtimes indicating the first question that you have chosen. If you change your mind, put a line through the box \boxtimes and then indicate your new question with a cross \boxtimes .

Chosen question number:	Question 1		Question 2	EAST .	Question 3	X.
	Question 4	×	Question 5	×		
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and fund work hous te	ducing me	number	ofunemploy	ed. Tru	swascouple	ed hym

a raising of the personal allowance meshold in 2011 to £10,000 to furne
provide incentive for people to go out and find work.
If more people have gos, then more people have extra discreting
income to spend on goods. When more people spend money in the economy
WE EXPERIENCE demand led economic grown High Be Exper to A moun am
of the common gertential was to achieve sustainable economic growth. A fall
in unumpleyment achieves such growen as not only is more money being spent
in the economy by consumers, but mere is less of a negative output gop and
to uncreased employment. The UK becomes a more attractive place when we have
high levels of grown and low unemployment. This is because there is increased
consumer confederer Long unemplayment was achieved incough the facility
Recent governments faced high unemployment levels following the 2007 18
Eccession. Mysergeosan Hucin of this unempleyment come from youth unempleyment
as they did not have he necessary skills for jobs or experence. The government administ
a reduction in intemployment trough the promoting appearacestics and coming
simmes like he NCS schenes to provide such sell harmes were aboused to
promote employment as shown wough the inercase in personal allowance and
CINTS un benefits, shown mough he welfer cop in 2012. The gover Coalina
government achieved low unemployment reading on unemployment rare of
5.1 10 by the time they left afface. Lumbring wemplaymen unproved the
landget deput position by waterlagges on helping have naive it acough
money saved from curs in jobseeks purposets and money gained frough
on unercast in tax revenue both trough about tax was income tox and
indirect lex lipo VAT.

For example, one proposed venture into fracting by the couldness and bring a & £3760 of investment.



This candidate gives clear weight to both 'how' and 'why' content with good contemporary knowledge of policy.



Linking each 'why' to a specific 'how' can be a very effective way of tackling this kind of question.

Indicate your second question choice on this page. You will be asked to indicate your third question choice on page 9.

Put a cross in the box \boxtimes indicating the second question that you have chosen. If you change your mind, put a line through the box \boxtimes and then indicate your new question with a cross \boxtimes .

Chosen question number: Question 1 🛛 Question 2 🖸 Question 3 🖸
Question 4 Question 5 Question 5
lecent gorennests have saignt to winit
unemplayment mough the New Deal and
Workfare schemes, the ESA retorms and me
benefit ap
Firty, Blair was determined to 'make work pay'
due to criticisms that Muss Labour were
mable to tackle welfare dependency. So, in order
to publishe electoral imperative and min the
votes at the middle classes, a tougher trance
was taken on unemployment in the form
at the New Deal. This linked benefits with
vonc and training schemes, implaing people to
underake work placement in order to receive
benefit and compat idleness. This was replaced
by the Warefare scheme by the coacinan, where
agencies laight to that people jobs. But, this
has been criticized on the basis that it made
It easier to primite easier cases, rince the
payment for mere agencies was whited to success.

In both cases, mese policies were designed to tackle dependency.

Jecondry, me 1880 Coarition garemment retorne incaparity benefit to make men more rigurarity means tested, meaning more people would be made to work. This was ideologically driven, rince the conservatives after take a tougher mance on what may deem to be idleness. Incaparity benefit had also be comed the oreface the lang-term unemplayed under Labar, and was coming too much to the treasury. Jo what he essesse economic impossive, incaparity benefit was retorned into the Esta to make less people eligible and thus reduce under layment and the burden on the treasury.

Lashy, he coalition raught to winnit unemplayment through the benefits cap. This was very idealogically driven, once it ruled on the belief that benefits and herer pay more than work, since this wind working families. Therefore, the benefits ap was let at \$26,000 pa (around the same as an areage rategy) but this is set to induce further This lowered unemplayment

because but benefits forced people to work in order to get a better Jalan. Benefits when are no longer enough to live on so people had to get jobs. This pairy was also electroally much wing, since the majority of the general public agreed that benefits made not pay more than work.

levent governments have raught to reduce unemployment by winking benefits to work and reducing welfare payments. New Labour did it in ovall to man key and be tought and appeal to votes, whereas the coalinan aid it to tackle dependency are to bleatogy and because autherity foreid them to cut the welfare budget



The material covered here is relevant but it quite narrowly focused on benefits, and the 'why' aspect is quite repetitive.



'Unemployment' is a key concept from the economy topic and although different topics are clearly linked an economy question should include specific reference to economic policy as well as to welfare policies.

Question 2

Key to answering this question was a focus on controversiality and crime statistics, rather than on crime in general.

Candidates were generally good at distinguishing between police statistics and the National Crime Statistics, and linking these effectively to controversiality. The quality of examples was variable, and was a significant discriminator between middling and strong responses, but there were some excellent illustrative points, for example, about knife crime, sexual offences and cyber-crime.

Level 1 responses sometimes focused on political controversies surrounding crime in general, such as the London riots or the rise in youth crime, but often lacked more detail.

Level 2 responses tended to either explain one controversy well, often the different pictures painted by different statistics and resulting potential for political dispute; or else examined a wider range of points but without specific examples.

Level 2 responses showed clear understanding of the different statistics available, as well as political criticisms of the use of crime statistics generally, tied into specific examples of particular crimes that helped to elucidate the points discussed.

Indicate your second question choice on this page. You will be asked to indicate your third question choice on page 9.

Put a cross in the box \boxtimes indicating the second question that you have chosen. If you change your mind, put a line through the box \boxtimes and then indicate your new question with a cross \boxtimes .

Chosen question number:	Question 1 ⊠ Question 4 ⊠		Question 3
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controversial	is becaus	e tley	suggest that
crime is f	alling in	so crety w	hile 1ts
Commonly Ki	rown that	t thre is	a grater
tear of c	ine amon	gst tu po	pulchon.
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excluding inkin	et and c	yeer crines	overall the
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reporting in	criminal ac	hvily is	incrasing.
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the lack of	- Similarih	or ever	n large

differences and varianons between the police statishes and the crime Surveys Statistics. For example in 2011 the crime survey suggested that there was an 11.3% increase in assaults of women while the police reported that assault were down, they claimed anti social behavior orders commend to the reduction in assaults. The differences between the two police I and crine sureys results ask questions to society of who is hiding what and why so. The differences could be combining to managed ter of crine as citizens tack Clarity and are aware of the large disparties creating a climan of a lack of trust towards + price. A final reason why crime statistics are Controversial polincally is because of the manipulation of the statistics by the police. The police have been found to change the terms / meaning of words such as "Violent" and "senors" which impact on the levels of crimes committed. This I believe 15 the seem largest factor commung to

high levels of convovery amongst core

Statistics as people understand that the

police has the ability to change of clins committed by changing the

the meeting and departon of more of



The points here are relevant and clearly explained, taking the answer into level 3, but the examples are consistently explicit enough to go higher within the level.



Make your examples detailed and specific as you can, especially where the question specifically says 'using examples'.

Indicate your third question choice on this page.

Put a cross in the box ⊠ indicating the third question that you have chosen. If you change your mind, put a line through the box ₩ and then indicate your new question with a cross ⋈.

Chosen question number:

Question 1

Question 2

Question 3

Question 4 🖾

Question 5

High UK crime statustics, including recilending rates (on average 32%) hat prisons do not work. It often debated prison should punish or renabilitat recent crume statistics that prisons are not jut or purpose. High reoffending rates Snow that not enough is being inside prisons to make sure those convicted do not committe another upon leaving prison. may be due to the large amount short sentencer, in which prisoned have time to make an changes, or be persuaded Westgreonce out being receased are a danger to is one the reasons that reform has been cauled for

it has also been said that too man

priss custodiai sentences are bung

given, and that community orders

snowed be more widely used. The

IFE found that an increase of

the number of in-the-community

sentences would save enough more

to close 4 prisons: it would

also help battle the overcrounding



This candidate clearly wanted to discuss penal policy rather than crime statistics and tries, but fails, to fit the key question around their intended answer.



If the question you want to answer is not asked then do not try to twist an answer to a different question, as it rarely results in a good mark.

Question 3

This was the most popular of the short response questions, perhaps reflecting many candidates' own experiences of academy schools and their first-hand understanding of both their strengths and weaknesses.

Lack of balance was a relatively uncommon issue for candidates. The main discriminators were the extent to which candidates specifically tied their points to post-2010 approaches to academies, as opposed to Labour's previously academisation programme, and the quality of examples used to back up their points. The most common points discussed were the greater degree of autonomy vs a lack of accountability, debates as to the positive or negative impact on standards, and different views about the voluntary or forced nature of the academisation process. Interestingly, in terms of accountability, there seemed to be no awareness from candidates about recent developments in terms of Regional Commissioners, and this may be an area that more centres will wish to note with students.

There were a small but surprising number of candidates who appeared to be confused by the distinction between free schools, faith schools, and academy schools. This may reflect the fact that a school can feasibly fall into all three of these categories, but nevertheless it hindered some candidates' progress, for example in terms of weakly made links between academisation and the 'Trojan horse' affairs.

Level 1 responses were uncommon. These responses tended to misunderstand the nature of academies, or to make one or two vague points about the need to improve education.

Level 2 responses often focused on general points about academisation without a clear explicit focus on post-2010 policy, or else considered a reasonable point on each side of the debate, but without the further range of reference necessary to go higher.

Level 3 responses possessed a clear Coalition focus, balance, and a good mixture of depth and breadth. They often drew effectively on personal experiences, and were clear on how strengths and weaknesses linked specifically to academisation as opposed to other policies.

Indicate your second question choice on this page. You will be asked to indicate your third question choice on page 9.

Put a cross in the box \boxtimes indicating the second question that you have chosen. If you change your mind, put a line through the box \boxtimes and then indicate your new question with a cross \boxtimes .

Chosen question number: Question 1	Question 2	☑ Qu	estion 3 🔼
Question 4	Question 5	\boxtimes	
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The arguments advanced are reasonable but are more closely related to academies in general than to governments from 2010-2015 in particular - most apply just as much to Labour's academies programme.



Take careful note of instructions about dates or particular governments and tailor your arguments closely to these.

You will be asked to indicate your third question choice on page 9.

Put a cross in the box \boxtimes indicating the second question that you have chosen. If you change your mind, put a line through the box \boxtimes and then indicate your new question with a cross \boxtimes .

Chosen question number: Question 1 🖾 Question 2 🖾 Question 3 🗹
Question 4 Question 5 Question 5
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agot by Will Michael Gove being He Main Most nobble
Education Secretary during this time his lifts polity on academics was
Considered drisne with fosters Such as develved autoromy and
on increasing of Standards. How Mavener regulares Sich as a Thro-hour
System are shown.
Lish de Gere's Polico on Educa Ocademios a la hige Positive
was that the academies were given dendred outerens. 13th
Such outnowns was given are Heir budget While Come Straight
from the dependent of to Education penany local authorits
Bureauraux. The academies also have greater Could are
He hing and dissimisal of Staff, leading to the four performing
Staff or how of Gave termed, "Squeezed Cenans" being able to
be dissociated bothin a tem rate than a year to coul
argie that this level of devoted outerers is positive as it allows
He academies to use their budget how they wish and are able
decide He best method Of hing Staff Whil Sub Herr academy

Seconds, another fostine on academics is seen with the Botharente to Competition below attempt to drive up the Standards of Scho Keese academies and might time of education. As the academies have Control of Keir are budget that are able to choose the avisition they will be more maked you and argue that the academies will be more maked to use this money to in action areas and subjects to excell in this allowing them to inque their standards for the Students.

Henery, an issue hill Gue's Policy is that it can create at Two-Tier System. This means that Brogge as alcoderies have greated Central one bear budget had authority you could arose that this creates a two-tier beard Standard of eduction behavior according and non-accidences. Such as issue is contracted as accidences are burnelly are subscribed preaming that Shaderts may be found to go to a School What may not give the Some Standard of advection. This pasce is difficult to results as the places to essential force Secretury of Education Nichi Morgan's fregosals to beneat all schools to accordance by Dao Zerze have been met with resistance as Some Schools to accordance by Dao Zerze have been met with resistance as Some Schools ale benefit from board buttary. Myng. This making the paradonies according policy's greatest positive as faut an a pegative.



The content here is not greatly more developed than in the previous response but is much more contemporary. Had the final point been further developed this might have reached the top of level 3.

Mark: 12



Try to avoid rushing your stronger points at the end – they can make the different between a good mark and an excellent one.

Question 4

This question was of only middling popularity, but was perhaps the best answered question overall, with a generally better balance and wider policy awareness than on question 1.

In terms of 'why' almost all candidates were aware of the motivational importance of climate change, with the level of specific discussion of targets and international agreements marking out the strong candidates from the middling, whilst energy security and the sustainability of resources were all well discussed. On the 'how' side of the question the responses demonstrated detailed understanding of recent developments on both fracking and nuclear energy, as well as the more traditionally 'green' area of wind power.

Level 1 responses were uncommon, most being too brief, resulting from poor timing.

Level 2 responses were sometimes strong on 'how' but brief and a little vague on 'why', or were consequent on too much time spent on irrelevant diversions such as the *objections* to some methods of tackling energy diversity.

Level 3 responses showed clear understanding of the driving forces behind energy diversity, and often linked these to the different methods for tackling the issue – for example fracking as reducing dependency on foreign oil, and wind energy as mitigating climate change.

Indicate your first question choice on this page. You will be asked to indicate your second question choice on page 6.

Put a cross in the box ⊠ indicating the first question that you have chosen. If you change your mind, put a line through the box ⊞ and then indicate your new question with a cross ⊠.

Chosen question number:	Question 1	Question 2	Question 3 🗵
	Question 4 🛣	Question 5	
The UK government	have found t	mat the environ	iment's a key
issue and that it	needs to be	roldnessed, in	this case the
supply up onergy.			
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of windforms in t	Le country si	de as a alt	onemate supply of
exma energy leaso	a being to the	at Coz emmis	Jun Que rising
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The VK gows smelt in hijtory howe hand a finden with finding locations to produce energy effectently without distription local residents from which wind forms to distroy in the scence by the increase is wind forms to distroy in the scence by the increase is wind forms.

With that being said the VK here need to take into consideration of these accounts and have found on top of research hours by allow resides to have solar panels. This allows be an increase of it and that governets may purchase energy from the local that making this upton valuable.



This candidate gives consideration to both how and why but some of these points are quite underdeveloped whilst the content on the second page is not especially helpful to answering the question.



Keep all content tightly focused on the question – wandering from it loses time and gains no marks.

Indicate your first question choice on this page. You will be asked to indicate your second question choice on page 6.

Put a cross in the box ⊠ indicating the first question that you have chosen. If you change your mind, put a line through the box ⊠ and then indicate your new question with a cross ⊠.

Chosen question number:	Question 1	\boxtimes	Question 2	×	Question 3 🗵
	Question 4		Question 5	×	
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the BU's emposes tempos, to reduce amores over ent perfect wow Chrese son a spale gazer. This has been used 168 lank agreements co my it has give se



The candidate shows clear awareness of the both why and how, effectively linking them and providing accurate policy examples.

Mark: 14



'Why' content is the reasons something is done, and 'how' is the ways it is done - balancing these two elements is key to success in 'how and why' questions.

Question 5

This was the second most popular of the short response questions, but also saw the largest number of weaker answers. As is often the case with law and order questions there were too many candidates who desired to give a general and overly historical response.

The number of candidates who failed to address 'agreements' was relatively small but nevertheless higher than would be hoped, as was the number who focused exclusively on one particular aspect of law and order policy. More importantly, too many candidates remain over-reliant on out-of-date developments – Blair's 'tough on crime' speech continues to receive more attention than would be expected on a contemporary issues paper, whilst Howard's even pithier 'prison works' continues to be used by candidates who could be aware of more contemporary debates.

A number of candidates did recognise that agreement was not always between <u>all</u> parties, but could take place in different combinations, for example between Labour and the Conservatives on Crime Commissioners, or the Conservatives and Lib Dems on ID cards.

Level 1 responses were generally vague and historical, often relying on assertions about all parties now being 'tough on crime and tough on the causes of crime' with little or no base of policy evidence. There were also some factual inaccuracies in terms of police numbers and budgets.

Level 2 responses sometimes suffered from a lack of specific policy, but covered shared principles across a wider range of policy areas, such as terrorism, prison policy and policing, or alternatively were much more detailed but narrowly focused.

Level 3 responses were highly contemporary and offered good exposition of the 'rehabilitation revolution', recent shifts in Labour policy towards Police and Crime Commissioners, and the more up-to-date law and order issues raised by the war on terror.

Indicate your third question choice on this page Put a cross in the box indicating the third question that you have chosen. If you change your mind, put a line through the box oxtimes and then indicate your new question with a cross oxtimesQuestion 1 Question 2 Chosen question number: Question 3 Question 5 🗷 Ouestion 4 enavicai re partically contretions - Homouty became verficil Explain The way in which the major parties agree ore, lan and order pelicy? The major parties agree over law and order policy in aspects such as anti-terrorism. After The mentagens pearly, the 2001 world reide centre 1011st attack shere was a large consensus on centi-terrorisin with the partical parties. Opposervion New Mour Egneadorch too ereated me 2001 anti-terrousmacts which increased pores and enabled me ngut improvenment moreut charge. This auar followed by and tellowin all in 2005, 2006 and 2008, mas increased powers ja any encouraged HITOTHE and involved Ecronist aletivity If also placed house eitest on knows I To go around the go duy refellon

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The first point is reasonable albeit not spectacular, whilst the second adds little.



Indicate your third question choice on this page.

Put a cross in the box ⊠ indicating the third question that you have chosen. If you change your mind, put a line through the box ⊠ and then indicate your new question with a cross ⊠.

Chosen question number:	Question 1 🖾 Question 4 🖾	Question 5	Question 3
	Question 4	Question 5 🗵	
The way is	n which	the majo	n parties
agree over	امد مد	nd order	politices has
seen a	large s	uift over	recent years.
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I and	order p	olicies en	the Uk.
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and implemented eq 2001, 2006. These all restricted the rights and freedoms of suspected terrorists. Similarly, the Coalition and Conservative Party have tried to implement legislation to the same effect with the deter Data Protection Bill, which although faced opposition, ultimately supported the same Ideal. There has also been a westensons political consensus on the way the crime should be tackled. The Coalition's "rehabilitation revolution" and Labours election of their new extremely left-wing leader is evidence of this Recent crime statistics have shown a huge failure in the current puritive system, with parties therefore in agreement on the way crime should be tackled and punished Despite this apparent move toward 16 Restorative Justice, the major political parties - Conservatives, Labour SNP -

all also tend to be in agreement with the building of new prisons.

Many would argue that this "hash" attitude towards low and order is politically popular.

Despite some disagreement and opposition is the entroduction of an elected police commissioner in 2012, supposedly by politisising the police force ultimately all of the najor parties agree with



None of the points made are spectacular, but they are all concise and reasonable and there is clear engagement with 'agreement'.

Mark: 12



On short responses addressing a range of common relevant points concisely will enable you to access high marks more than a smaller number of more unusual points.

Question 6

Although this question was perhaps the most complex structurally, requiring as it did a balanced consideration of two different concepts, it was the most popular of the essay responses.

As is always the case with questions that relate to welfare generally, rather than 'benefits' in particular, candidates were welcome to discuss health and education as well as benefits policy, and some candidates did so. Nevertheless, level 3 could still be achieved with an exclusive benefits focus.

A surprisingly small number of candidates chose to offer a clear definition of 'universality', although in most cases it was apparent from the subsequent arguments that they did in fact grasp the concept. Equally 'sustainability' and 'desirability' were often not clearly delineated, and this did make it harder for some candidates to enter level 3.

In addition to the clarity of the key concepts the other key discriminators were the degree of balance, the quality of argument over assertion, and the links to specific evidence – for example in terms of the 'pensions time-bomb' or strain of the NHS.

Synopticity was reasonable overall, with a number of candidates discussing the policies of Labour, the Coalition and the Conservatives and linking these back to the question. Equally some candidates did fall back on 'some argue' and were limited accordingly.

The weakest candidates either misidentified the question as being about whether the welfare system is still based on universality, or all were marred by excessive brevity or inaccuracy.

Middling responses were characterised by either a balanced response that overtly focused on either sustainability or desirably but not both, or else addressed both aspects but were too one-sided to progress higher.

The strongest responses recognised the importance of both sustainability and desirability, and were often able to recognise that the system could be desirable without being sustainable or indeed the reverse. These responses also made good use of evidence and developed their points to clearly link them back to the question posed.

Indicate which question you are answering by marking a cross in the box ⊠. If you change your mind, put a line through the box ⊠ and then indicate your new question with a cross ⊠.

Question 6 Chosen question number: Question 7 Question 8 🗵 In rest May I the yours to the wallow like in court your for much the universal entitlement in many aspects, also on to bestis of albordalists. Som the ter as aspects of the That the remain universal, Such as pinsions. Firsky, it could be said that a wife state Esel on the principle of oniwell externet logger sustainful du t te vost cost of it. Spuly or celler Ls arrithty been to Light component of yournest founding in count gers. It is der tet winsel bufit nh to spech en jesto, es ky go to carybody. Po coclifer yournot downstated tot they was willing to one universal extitlement on on Morelability besis. Ry did this by Formy dith maky Child bufit meny testel. Fellowing his oform, in color to reci- child to my from of child benefit & your bushed income han to be below \$60,000. Ilad, dill bugit begins to how of for bushes Citt incom of our \$50,000 R consults

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This is a strong level three essay that clearly engages the question throughout and shows strong balance.



The quality and relevance of examples are keys to essay success. Indicate which question you are answering by marking a cross in the box ⊠. If you change your mind, put a line through the box ⊠ and then indicate your new question with a cross ⊠.

Chosen question number: Question 6 Question 7 Question 8 Question

Firstly the antitlement of free recito care is what defined the UK-It essentially depostes this government from they with the impression of case thousand, with this being said the NHI is consistent the sprompt on extra filter a year with the regular meaning authority cuts from other areas such as retrobe (education). The Nhs is consisted to be finalled by the fax payers, thousand response those who don't work and pay tax still benefit from it, in some cases the NHS is exploited from frow proportions. Moreover, this goes to prove that those who nork and lay taxes might find this entitlement underraiste, and costy.

Secondly, Orthlements to Benefits & a major concern as it similarly corps the sourcement a forture. Benefits, making were cot the soverment 146n a year as those who are unemployed see had and receiving such as how in accomposition

the Mobilens that mish occur such as economic problems

befored like peccession preas that the government read

mony to cupe at situations of dispers with the antitoments

of Benobts, funding in redirected as a must to those

m reed and as a result hold the country economically

back. As a result goes to show it is insustainable.

In a society Where the Magants of the psylation makes a decent warp, it can po said that by the Tory government that puple should have private health rather than relying on free health care. There have been deasins where the sorys have sujested to privation the NHS, however with the majority of the psyclotion Alsaggreen that now fencing the mode topic. However, my privations for NHS priess inventor may improve the services band as a regulf have the government finding it shrough for payer morey that making it

However, it is then counter argued that the preshere system is surpainable, the MIII has been built into the Vice for own low year with so problems despite the fax payer paying they know they have free realth care and that their future inheitage will have for he the cape so it is covidered suffaceally

To circlinde, it is argued that the entitlements are insultainable and that to many are curidered independed offer the welfor Date exploitation-But it goes to show that the welfor Date will have by reeded for a species time seried and will no conserved in on the future



The candidate makes clear efforts to engage sustainability but the candidate clearly seems to lack sufficient time to fully engage the question to the extent required.

Mark: 6, 6, 6, 4 = 22



It is critical to allow enough time to develop your essay and fully engage with the question asked.

Question 7

This essay was of middling popularity but attracted more responses than economy essays sometimes have in the past, perhaps reflecting the importance of economic policy to the 2015 General Election campaign.

Most candidates recognised that both domestic and international factors were important to this question, as well as appreciating that some developments in global economics could be both empowering <u>or</u> constraining depending on the circumstances, with Britain's membership of the EU particularly well discussed in this regard.

Similarly, there was some dispute, and on occasion confusion, as to how the economic influence of the Bank of England related to government control although many candidates recognised the complexities of the relationship.

The level of argument over assertion was particularly important with this question and those candidates who could cite specific evidence about the role of multinational corporations or global bodies in the modern economy did better.

In terms of Synopticity very few candidates discussed the different views on completing economic theories, but equally only a relatively small number considered how Brexiteers and Bremainers might view the role of the EU differently in the context of this question, or how different parties or politicians might view the degree of impact that government could have.

The weakest responses were one-sided and overly assertive, and in some cases focused entirely on one particular issue such as the government's ability to control deficits.

Middling responses tended to focus excessively on either international or domestic factors to the exclusion of the other, or alternatively to consider a range of pertinent points but fail to fully develop these and link them back to the question of government control.

The strongest responses focused on government control throughout, showing balance, and offering clear evidence to support their arguments regarding both domestic and international issues of relevance. In some cases they were able to paint a picture of a changing level of control, and in others to argue that governments had always either possessed or lacked control and continued to do so.

Indicate which question you are answering by marking a cross in the box \boxtimes . If you change your mind, put a line through the box \boxtimes and then indicate your new question with a cross \boxtimes .

Chosen question number:		Ques	Question 6		Question 7		Question 8	
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external influences on the UK economy.	

Results lus Examiner Comments

This is another relatively brief essay although it is less clear the candidate has run out of time, or simply not been able to fully develop their points.



The level of detail and development of points is more important than the number – it's key to know your arguments in depth for any essay.

Indicate which question you are answering by marking a cross in the box \boxtimes . If you change your mind, put a line through the box \boxtimes and then indicate your new question with a cross \boxtimes .

Chosen question number:	Question 6	Question 7 🗵	Question 8
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Actors outside the UK effecting the conomy.
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that the UK must abide by espically with trading laws. Observe has stated that the UK is effecting by Global wheater. Roctors in the IK an effect governments ablity to meaningfully exercise power like public appear opinion. The UK government Still Gas control over both fiscal and monatory policy dispile being part of the FUD 68 they are not a part of the Furozone and set there own interest talls. The Interest rules are cornerty set from that 15 was 0.3% is march. This has been done by the government to encourage spending and borrowing after the 2008 crosh and to Filmbete growth in the conoring as these has been the UK largest recovery taking over 7 years. The government asts evereised control over

the aconomy to enourage great borrowing morey to the banks to encorage them to stimulate exercise control over the economy is through policy and controlling the the hidget, Spending and torsation. Under the conservative government there is currently a program of Austavity. This shows government are able to exercise neaningal power over the economy through the controlling of taxosation and spending. Osbourne claims that it's through austarity measures and the Corresing of correction toxes to from 27 40 to 1840 and increasing the tax's band to 45,000 that the economy has been able to recovery with all the cremployment which is now only 5.4%, low Pullation, high investment, steady EDP and that it's dose to government policy that the UK is the fastest growing economy at of the EGT, has been able to

Keep the Triple H rating and half the However Oshowne has missed the deficit redución targets that the conservative government set for itself tatalain, Oshowne claims that it's due to the dangerous coctail of global & Global factors have limited the extent bot how able the government is to exercise its power. The governme economy is now greatly effected
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the UK is on other countries. I The government was greatly (another in the Securing a boyer for the Steel company
Showing it still an executes control over
some bits of the aconomy. economy has also been restricted to the #U. The 70 means that the governments have less control over trading agreements and torits. The UK government is not allowed to put farits on El goods and is registations on trading agreements have to go through the El, the government and trade as much with the BRIC and MINT country's. May also are mable to their bailout talling (It industries. The UK government did horner make a trading deal with China over a nuclear power plant. The UK government our also he restricted from exercising power by the public.

Some cuts are imporpher with the public and the government met beginning support.

This limits what they can do the overvolving government has I had to ring twee NHS as as well as met fouch persons and U-torn on Some policy such as well and disability as It amily tax and a disability as It and proved to be a upperfect and even had backbards rebelled from coverative Ms.

In conclusion it is clow to See And

the VK government an Still exercts negaristing or tool one the aconomy in many ways however

Global factor has caused to there control to be limited.

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This response is strong all round but particularly strong on synopticity on a question where many scored relatively poorly on this aspect.

Mark: 10, 10, 11, 8 = 39



Synopticity is a significant contributor to essay success; explore different views and try to specifically ascribe them to the people, parties or groups who hold them.

Question 8

In contrast to question 6 this was an apparently quite straightforward question, which gave a clear premise and directly invited synopticity, and yet gained a relatively modest number of responses. This may partly reflect the reduced profile of environmental issues during the general election and its aftermath, where the economy and austerity, and therefore welfare, sparked a much higher level of debate.

Many candidates were able to effectively debate tensions and agreements within parties, between parties and, in some cases, cutting across party lines. Equally the cross-cutting nature of the topic confused some candidates into inaccuracy, for example in terms of competing party policies on Heathrow, HS2 and the Green Investment Bank.

There was wide awareness of how Cameron had shifted the environmental position of the Conservative Party, although those candidates who moved beyond the slogans to seek competing evidence in practice, performed much better.

Synoptically the question clearly invited competing views and many candidates embraced this, discussing the positions of UKIP, the Greens, and the nationalist parties as well as the Conservatives, Labour and Liberal Democrats. Fewer candidates discussed the relevant views of pressure groups, for example, or of international bodies driving some economic consensus.

The weakest responses were marred by inaccuracy, or strongly focused on general perceived party positions on the environment, without sufficient reference to specific evidence.

Middling responses either described the different party views accurately but without sufficiently engaging them with each other, or alternatively were overly focused on one side of the debate, albeit again with a good level of accuracy on the policy areas that were covered.

The strongest responses were balanced, synoptic and policy-driven, and showed good awareness of the political complexities of environmental policy where parties often disagree amongst themselves or shift, or dilute, their positions over time.

Indicate which question you are answering by marking a cross in the box ⋈. If you change your mind, put a line through the box 🔀 and then indicate your new question with a cross 🗵. Question 6 Question 7 Question 8 Chosen question number: Environmental policy has been of great political importance across major parties, a cross party consensus has largely been formed. The main with the effects of our modern finding sustainable alternatives to energy. Little difference between environmental of one mour parties, it is argued. The flust point to agree when this is that Thatcher in 1988 made a speech to the society daiming mat environment was of great concern, in 1989 the national nues authority Was set up. This unwhates now the conservative environment a key target. Include Stmilary to bus Blaur's government followed outer Britain was named one duty man of Europe culan up its beaches. Blair led tackling climate change. This cross party environment. There was also a please from the reduce coz levels back a success. levels, that was

Lt can be argued that environmental policy does

differ between parties. An example of a difference in opinion is over nuclear power. During the recent casour governments no new nuclear power Stations have been built. This could suggest that only are opposed to it alle to it's assadiantages such as high cost and easy targets for temor attacks in a society where that risk is high. Whereas one consentative favour mem, under the coavition they made amangement for a new EDF nuclear station to be built and funded by the French + Chunese, however alle to cost this power starion at Hinkley point has been hauted. This unistrates a difference in opinion between parties over strategus used to generate more en egy.

Furthermore, parties are further awinded over the concept of HS2 being implemented by the concept of HS2 being implemented by the consenotthe concept of HS2 being implemented by the consenotthe because of oneir claim it is make over 19,000
new jobs and improve business, bringing people
to wondon. However other parties are opposed
alle to it wiping out hundreds or acres or
Porest, was discurbing me landscape and habitats
as well as causing noise pollution to mose
who we rearby.



This response is not only brief but also wastes precious space on very historical content which gleans little credit.



On a contemporary issues paper focus your efforts on current and recent developments – content prior to 2000 is unlikely to gain much credit, and discussion of the policies of the Thatcher and Major governments even less so.

Indicate which question you are answering by marking a cross in the box \boxtimes . If you change your mind, put a line through the box \boxtimes and then indicate your new question with a cross \boxtimes .

Chosen question number:	Question 6 🖺	Question 7	Question 8
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This argument is extensive and balanced but also, critically, refers to specific policy throughout. The structure is also very clear and readable.

Mark: 11, 11, 11, 9 = 42



Policy knowledge is very important to gaining high marks, and understanding how different parties agree and disagree will help you score well.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

- Divide their time roughly equally between Section A and Section B, and between the three short responses within question A.
- Explicitly define key terms, make concepts clear, and avoid ambiguity in analysis.
- Read the question carefully, then read it carefully again, and ensure that the question is being answered.
- Give roughly equal weight to the different parts of the question.
- Maintain a contemporary focus and avoid overly historical commentary. This applies
 particularly where a question specifies a particular time period, but even if it does not
 candidates should now expect to spend most of their time on post-2010 content, with
 20th century material discussed only briefly, if at all.
- Endeavour to strike a balance between range and depth of points, particularly on short responses where three well explained points will usually out-perform seven brief points, or one very in-depth point.
- Prioritise argument over assertion, the specific over the general, and the particular groups or individuals offering synoptic arguments over 'some argue that'.
- Take care to avoid careless errors of fact.
- Ensure that sufficient balance is offered in all essay questions.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx





