



Pearson
Edexcel

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE

In Politics (8PL0)

**Paper 2: UK Government and Non-core Political
Ideas**

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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.

Assessment Objectives

Students must:	
A01	Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues
A02	Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences.
A03	Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions.

Guidelines for marking Questions 1a and 1b

Marks are awarded for A01 only.

Marks are awarded for showing depth of knowledge and understanding.

Question number	AO1 10 Marks Indicative content	AO2 Marks	AO3 Marks
1a	<p>These powers are contained in the Scotland Acts, 1998, 2012 and 2016.</p> <ul style="list-style-type: none"> • Power to vary income tax. • Control over half the VAT receipts collected in Scotland. • Control over education. • Control over the health service. • Control over policing. 	No AO2 marks awarded for this Q	No AO3 marks awarded for this Q

Level	Mark	AO1 Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes superficial links of knowledge and understanding to a particular context. • Uses a narrow range of knowledge and understanding to support arguments/ideas.
Level 2	4-7	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes some effective links of knowledge and understanding to a particular context. • Uses a broad range of knowledge and understanding to support arguments/ideas.
Level 3	8-10	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes fully-effective links of knowledge and understanding to a particular context. • Uses a comprehensive range of knowledge and understanding to support arguments/ideas.

Question number	AO1 10 Marks Indicative content	AO2 Marks	AO3 Marks
1b	<ul style="list-style-type: none"> • Statute law refers to laws passed by Parliament. • Statute law takes priority over all other laws (except EU law). • Everyone is expected to abide by statute law (including the PM). • Statute law can form part of the constitution, such as the Fixed Term Parliament Act. • Statute law represents the will of the people through the UK's system of representative democracy. 	No AO2 marks awarded for this Q	No AO3 marks awarded for this Q

Level	Mark	AO1 Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes superficial links of knowledge and understanding to a particular context. • Uses a narrow range of knowledge and understanding to support arguments/ideas.
Level 2	4-7	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes some effective links of knowledge and understanding to a particular context. • Uses a broad range of knowledge and understanding to support arguments/ideas.
Level 3	8-10	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes fully-effective links of knowledge and understanding to a particular context. • Uses a comprehensive range of knowledge and understanding to support arguments/ideas.

Guidelines for marking Questions 2

Marks are awarded for AO1 and AO2 only.

Marks are awarded for showing depth of knowledge and understanding (AO1) but this has to be based on the material presented in the source.

Marks are awarded for illustrating clarity of analysis AO2 but this has to arise from the context presented by the source.

No marks are available for making a judgement or reaching any form of conclusion (AO3).

Question number 2	AO1 5 Marks Indicative content	AO2 5 Marks Indicative content
<p>Using the source, explain the significance of parliamentary privilege on the work of parliament.</p>	<p>It protects freedom of speech for MPs and peers.</p> <p>Allows an MP or Peer to expose an injustice.</p> <p>It helps democracy and freedom of the press/investigative journalism, e.g. the Telegraph investigation.</p> <p>It allows for a challenge to the rich and powerful.</p>	<p>As MPs and peers are immune from prosecution for statements they make in the Chamber, this allows them to speak their minds without fear of legal sanction;</p> <p>Lord Hain used parliamentary privilege in this case to expose an injustice that an employer was allegedly using non-disclosure agreements to hide serious allegations from public scrutiny</p> <p>The Telegraph was unable to print the results of its investigation into this case due to a court judgement. Once Lord Hain had spoken in the Lords the press were able to print his words and cover the story.</p> <p>Lord Hain's use of privilege in this case exposed a rich and powerful person (Sir Philip Green) who was using non-disclosure agreements to silence serious allegations over his conduct made by employees.</p>

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	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes superficial links of knowledge and understanding to a particular context. • Uses a narrow range of knowledge and understanding to support arguments/ideas.
Level 2	4-7	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes some effective links of knowledge and understanding to a particular context. • Uses a broad range of knowledge and understanding to support arguments/ideas.
Level 3	8-10	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes fully-effective links of knowledge and understanding to a particular context. • Uses a comprehensive range of knowledge and understanding to support arguments/ideas.

Guidelines for marking Questions 3

Marks are awarded for AO2 and AO3 only.

Marks are awarded for illustrating clarity of analysis AO2 but this has to arise from the context presented by the source.

No AO1 marks are available for repeating knowledge or understanding from the source or for introducing own knowledge and understanding if it is not linked to providing clarity to the AO2 & AO3 points arising from the source.

AO2 and AO3 require candidates to analyse and evaluate the sources and develop their answers, showing comparative analytical and evaluative skills to address the question.

Candidates should focus their comparison on analysing the similarities and differences of the viewpoints given in the sources.

Candidates who *do not* undertake any comparative analysis of the source cannot achieve beyond Level 1. Candidates who *do not* provide both similarities and differences from the source cannot achieve beyond Level 2.

There are no AO1 marks available. *Do not* give credit to responses where candidates demonstrate knowledge alone. Any knowledge used must support their analysis and evaluation.

Accept any other valid responses.

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Q.3 Using the sources, assess whether the Cabinet is the most important decision making body in UK government.

	AO1 Marks Indicative content	AO2 5 Marks Indicative content	AO3 5 Marks Indicative content
3	No AO1 marks awarded for this question.	Agreements	
		The Cabinet is seen as the highest forum for major decisions and all significant changes in policy require Cabinet approval	This means that decision making is collective and a government is united and all members are bound in agreement.

		<p>If a Cabinet Minister fails in their post then they are likely to be removed. The PM is in many ways acting as a 'performance manager' rewarding success and punishing failure in post. The analysis here is that performance in Cabinet is very important.</p>	<p>A PM has to be vigilant and damage can be done to the wider government and its future prospects if a Cabinet Minister fails in their Department. A failing Minister should never be able to become a PM. The important power to 'hire and fire' remains with the PM</p>
		<p>Disagreements</p>	
		<p>Disputes arise as to who has the ultimate power over shaping policy and making decisions. This is an analysis of where does the power lie.</p>	<p>If we believe in the primacy of collective decision making we see the Cabinet endowed with the power to limit the PM OR we may side with the view that the Cabinet has little relevance and all major decisions are made by the PM and their closest colleagues</p>
		<p>Views of the role and significance of the Cabinet differ. Some see the Cabinet as a pivotal body providing cohesion in government, others see it as merely a cosmetic feature at the mercy of the PM.</p>	<p>One conclusion we may arrive at is that the Cabinet fulfils an important role in organising the work of the government through various departments and then liaising with parliament OR we may conclude that in reality by several means the PM by-passes the Cabinet and usurps its power and importance.</p>

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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> Limited comparative analysis of political information with partial logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). Makes superficial evaluation of political information, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated and unjustified conclusions (AO3).
Level 2	4-7	<ul style="list-style-type: none"> Mostly focused comparative analysis of political information with clear, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). Constructs mostly relevant evaluation of political information, constructing mostly focused arguments and judgements, many which are substantiated and lead to some specific conclusions, that are sometimes justified (AO3).

Level 3	8-10	<ul style="list-style-type: none"> • Consistent and sustained comparative analysis of political information, with coherent logical chains of reasoning, drawing on similarities and differences within political information, which make convincing connections between ideas and concepts (AO2). • Constructs coherent and sustained evaluation of political information, constructing effectively substantiated arguments and judgements, which are consistently substantiated and lead to precise conclusions that are fully justified (AO3).
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Guidelines for marking the essay questions (4a and 4b)

AO1 (10 marks)

Marks here relate to knowledge and understanding. It should be used to underpin analysis (AO2) and evaluation (AO3).

AO2 (10 marks)

Candidates should form analytical views which support and reject the view presented by the question.

AO3 (10 marks)

Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the prior analysis. They should be able to make and form judgments and they should reach reasoned conclusion.

The judgement a candidate reaches about these views should be reflected in their conclusions.

Candidates who have not considered *both* views in a balanced way cannot achieve marks beyond Level 2.

Candidates who do not refer to *both* one Prime Minister from 1945-97 and one Prime Minister from post 1997 (4a) cannot achieve marks beyond level 3.

Candidates who do not refer to *two* parts of the political system (4b) cannot achieve marks beyond level 3.

Candidates who do not mention any synoptic points cannot achieve marks beyond level 4. Where there is no synopticity this will limit the A01.

Other valid responses are acceptable.

Question number 4a	AO1 (10 Marks)	AO2 (10 Marks)	AO3 (10 Marks)
4a	<p>Points for the view</p> <p>PMs have been weakened by failure to win a strong majority.</p> <p>Institutional reforms have strengthened parliament;</p> <p>The Speaker has become more independent of the executive.</p> <p>Backbench MPs have become more rebellious.</p>	<p>Analysis for the view</p> <p>The lack of a majority (or small majority) in the Commons has strengthened Parliament which has successfully challenged the executive on key issues such as the Meaningful Votes on 'Brexit' or other issues (e.g. Theresa May).</p> <p>The Backbench Business Committee has given Parliament more influence over the business of the Commons and this has strengthened their role with regard to reducing the executive's power to control parliamentary business.</p> <p>The Speaker's decisions (John Bercow) have shown a high degree of independence from the executive, which has allowed Parliament to take over the parliamentary agenda over 'Brexit', despite the opposition of the executive.</p> <p>The cultural changes, of greater independence, among backbench MPs of the governing party have led them to vote against their government on significant issues such as 'Brexit' (May, Johnson in 2019 before the December election).</p>	<p>Conclusions and judgement for the view</p> <p>We can conclude that since 2010 that parliament has been significantly strengthened due to the 'parliamentary arithmetic' and that this has changed the balance of power between Parliament and the executive.</p> <p>We can conclude that these institutional changes have reduced the power of the executive and increased the power of Parliament to control the order paper and business on Parliament.</p> <p>We can conclude that the increased independence of the Speaker is likely to become a permanent feature, changing the balance of power between Parliament and the executive.</p> <p>We can conclude that the greater willingness of backbenchers of the governing party to oppose their government and PM has changed the balance of power between Parliament and the executive.</p>

	<p>Points against the view</p> <p>Governments are rarely defeated in the Commons.</p> <p>Institutional reforms have had little impact.</p> <p>Brexit was a 'one off' issue and coincided with a minority government.</p>	<p>Analysis against the view</p> <p>The coalition under Cameron from 2010-15 was able to steer its legislation through Parliament with little effective opposition. The governments of Thatcher and Blair, with large majorities, faced little opposition. Cameron's coalition government was rarely defeated.</p> <p>Despite the institutional reforms, such as DSCs and the Backbench Business Committee and the Liaison Committee, Parliament still exerts little influence over the executive on most issues (e.g. parliament under Johnson post 2019).</p> <p>'Brexit' was one of those rare issues that divided parties. Once this issue was settled, things returned to normal (e.g parliament under Johnson after the 2019 election).</p>	<p>Conclusions and judgement against the view</p> <p>We can therefore conclude that the balance of power between the executive and Parliament has not changed significantly.</p> <p>We can conclude that the institutional reforms have made little difference to the balance of power between the executive and Parliament since 2010.</p> <p>We can conclude that since 'Brexit' was settled and Johnson won a large majority, the traditional balance of power between the executive and Parliament has been re-established.</p>
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	<p>The structure of the UK constitution remains unchanged.</p> <p>Accept any other valid response.</p>	<p>The lack of a clear separation of powers, the Royal Prerogative and an unelected second chamber mean that Parliament will always find it hard to hold the executive to account (e.g. parliaments under Thatcher, Blair).</p>	<p>We can conclude that the UK's constitutional framework means that the balance of power between PM and Parliament has not changed in any meaningful or permanent way.</p>
	<p>Candidates may refer to the following synoptic links:</p> <ul style="list-style-type: none"> • Rise and influence of UKIP/ Brexit Party which has helped to undermine the dominance of the executive as backbench MPs have been more willing to vote against their government; • Role of FPTP in producing/ not producing government majorities; • The role of the media in the success or otherwise of PMs and their executives. 		

Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). Limited analysis of aspects of politics with partial logical chains of reasoning, which make simplistic connections between ideas and concepts (AO2). Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many of which are descriptive (AO3).
Level 2	<ul style="list-style-type: none"> 7–12 	<ul style="list-style-type: none"> Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). Some emerging analysis of aspects of politics with some focused, logical chains of reasoning, which make some relevant connections between ideas and concepts (AO2). Constructs some appropriate evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially unsubstantiated and lead to generic conclusions, without much justification (AO3).
Level 3	<ul style="list-style-type: none"> 13–18 	<ul style="list-style-type: none"> Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). Mostly focused analysis of aspects of politics with logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2). Constructs mostly relevant evaluation of aspects of politics, constructing mostly focused arguments and judgements, many are substantiated and lead to some focused conclusions, that are sometimes justified (AO3).
Level 4	<ul style="list-style-type: none"> 19–24 	<ul style="list-style-type: none"> Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are selected appropriately in order to underpin analysis and evaluation (AO1). Focused analysis of aspects of politics with logical chains of reasoning, which make relevant connections between ideas and concepts (AO2). Constructs relevant evaluation of aspects of politics, constructing focused arguments and judgements, which are substantiated and lead to focused conclusions that are mostly justified (AO3).
Level 5	<ul style="list-style-type: none"> 25–30 	<ul style="list-style-type: none"> Demonstrates comprehensive and precise knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). Consistent and sustained analysis of aspects of politics, with coherent, logical chains of reasoning, which make convincing connections between ideas and concepts (AO2). Constructs coherent and sustained evaluation of aspects of politics, constructing effectively substantiated arguments and judgements, which are consistently substantiated and lead to precise conclusions that are fully justified (AO3).

Q.4(b) How far do you agree that the UK's membership of the European Union has had a considerable impact on the UK political system?

AO1 (10 Marks)	AO2 (10 Marks)	AO3 (10 Marks)
<p>Points for the view</p> <p>EU membership saw the erosion of parliamentary sovereignty.</p> <p>Appeals from the highest UK courts would go to the ECJ.</p> <p>EU membership led to changes in the UK's constitution.</p>	<p>Analysis for the view</p> <p>The Factortame case represented a significant erosion of parliamentary sovereignty from EU membership</p> <p>Changes to the legal framework under EU membership meant that the Supreme Court was not the highest court of law in some EU related issues, representing a significant change to the legal system.</p> <p>EU law, through treaties and in other ways led to a partial codification of our uncodified constitution.</p> <p>The careers of several Conservative PMs (Thatcher, Major, Cameron, May) were ended and/or significantly affected by party divisions over Europe.</p>	<p>Conclusions and judgement for the view</p> <p>We can conclude from the primacy of EU law over statute law (where they came in to conflict) that EU membership had a considerable impact on the UK political system.</p> <p>We can conclude from the supremacy of the jurisdiction of the ECJ in some cases that EU membership had a considerably impact on the UK legal system.</p> <p>We can conclude from the significant impact of EU membership on the UK's constitution that it had a considerable impact on the UK political system.</p>

<p>Issues around Europe significantly affected the political careers of PMs.</p> <p>Points against the view</p> <p>EU membership 'pooled' sovereignty.</p> <p>ECJ jurisdiction was limited.</p> <p>Changes to the constitution were minor and not permanent.</p>	<p>Analysis against the view</p> <p>The UK's membership of the EU led to a 'pooling' of sovereignty rather than undermining it and this gave the UK greater leverage as part of the EU.</p> <p>The ECJ's jurisdiction was very limited to ensuring that the law was observed with regard to EU Treaties and the powers of EU institutions.</p> <p>The triggering of Article 50 by Parliament showed that Parliamentary retained the right to reverse those changes to the UK constitution that took place through membership of the EU.</p>	<p>We can conclude from the significant impact of these party divisions on the careers of PMs, that EU membership had a considerable impact on the UK political system.</p> <p>Conclusions and judgement against the view</p> <p>We can conclude from the fact that Parliament voted to invoke Article 50 and leave the EU membership that at the end of the day the EU did had a significant impact on the UK political system.</p> <p>We can conclude from the limited jurisdiction of the ECJ that it did not had a significant impact on the UK political system.</p> <p>We can therefore conclude that Parliament's decision to leave the EU showed that EU membership did not have a significant impact on the UK's constitution and political system.</p>
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<p>The EU was only one of many issues affecting the political careers of PMs.</p> <p>Accept any other valid response.</p>	<p>It can be argued that the Thatcher government was already coming towards a natural end after a decade in power, and that Major's government never recovered from the economic fall-out from 'black Wednesday'.</p>	<p>We can conclude from this that EU membership itself did not have a significant impact on the political careers of PMs.</p>
<p><i>'The UK's membership of the European Union has had a considerable impact on the UK political system'. How far do you agree that the UK's membership of the European Union has had a considerable impact on the UK political system?</i></p>	<p>Candidates may refer to the following synoptic links:</p> <ul style="list-style-type: none"> • Rise and influence of UKIP/ Brexit Party; • The impact of the EU referendum and issues around the mandate; • The role of the media in covering the debates and divisions over Europe. 	

Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). Limited analysis of aspects of politics with partial logical chains of reasoning, which make simplistic connections between ideas and concepts (AO2). Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many of which are descriptive (AO3).
Level 2	<ul style="list-style-type: none"> 7–12 	<ul style="list-style-type: none"> Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). Some emerging analysis of aspects of politics with some focused, logical chains of reasoning, which make some relevant connections between ideas and concepts (AO2). Constructs some appropriate evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially unsubstantiated and lead to generic conclusions, without much justification (AO3).
Level 3	<ul style="list-style-type: none"> 13–18 	<ul style="list-style-type: none"> Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). Mostly focused analysis of aspects of politics with logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2). Constructs mostly relevant evaluation of aspects of politics, constructing mostly focused arguments and judgements, many are substantiated and lead to some focused conclusions, that are sometimes justified (AO3).
Level 4	<ul style="list-style-type: none"> 19–24 	<ul style="list-style-type: none"> Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are selected appropriately in order to underpin analysis and evaluation (AO1). Focused analysis of aspects of politics with logical chains of reasoning, which make relevant connections between ideas and concepts (AO2). Constructs relevant evaluation of aspects of politics, constructing focused arguments and judgements, which are substantiated and lead to focused conclusions that are mostly justified (AO3).
Level 5	<ul style="list-style-type: none"> 25–30 	<ul style="list-style-type: none"> Demonstrates comprehensive and precise knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). Consistent and sustained analysis of aspects of politics, with coherent, logical chains of reasoning, which make convincing connections between ideas and concepts (AO2). Constructs coherent and sustained evaluation of aspects of politics, constructing effectively substantiated arguments and judgements, which are consistently substantiated and lead to precise conclusions that are fully justified (AO3).

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