

# Mark Scheme (Results) January 2010

GCE

GCE Government and Politics (6GP01)  
Paper 1 People and Politics

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No.1a	Define proportional representation.
<b>Indicative content (The following does not exhaust relevant points or appropriate knowledge)</b>	
<p>Proportional representation has some of the following aspects:</p> <ul style="list-style-type: none"> <li>• Proportional representation is a generic term with regard to electoral systems.</li> <li>• It attempts to accurately reflect the proportion of votes cast for parties with the proportion of seats they win.</li> <li>• It can be described by some as 'fair voting' as it attempts to avoid the uneven outcomes of other systems</li> <li>• There are a number of proportional systems in the UK we use AMS the Closed Party List and STV.</li> </ul>	
AO1	Knowledge and understanding
<ul style="list-style-type: none"> <li>• Up to 3 marks for each comprehensive description demonstrating a principle of proportional representation showing accurate knowledge and understanding.</li> <li>• Up to 2 marks for outlining PR electoral systems</li> </ul>	

No. 1b	Explain why proportional electoral systems have been more widely used in the UK since 1997
AO1	Knowledge and understanding
<b>Key knowledge and understanding (This is not an exhaustive account of relevant points)</b>	
<p>Systems of PR were introduced in the UK since 1997, for the EU elections, the newly devolved assemblies/parliaments and mayoral elections. There are numerous reasons why they were introduced:</p> <ul style="list-style-type: none"> <li>- There was a growing dissatisfaction with the unrepresentative nature of FPTP</li> <li>- There was desire to achieve wide support for the newly established bodies from as wide a section of the body politic as possible</li> <li>- The Liberal Democrats were a key alliance for both the devolved bodies and the EU elections and did negotiate with the Labour Party</li> <li>- Buy in for the devolved bodies from the Nationalist parties was crucial and</li> <li>- It has been used for the European Election for the EU parliament where it was seen to be more in line with the PR systems which were used in the other member countries.</li> <li>- STV has been used in Northern Ireland for the Devolved Government it was selected here as it was intended to engineer a power sharing executive</li> <li>- PR was part of Labour's commitment to constitutional reform and for democratic renewal</li> <li>- Some suggest that PR was 'on trial' for a possible introduction for Westminster which never materialised.</li> </ul>	
<i>Level 3</i> 5-7 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> 3-4 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> 0-2 Marks	Poor 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"> <li>• Ability to evaluate and explain why proportional systems were introduced</li> </ul>	
<i>Level 3</i> 3 Marks	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 2</i> 2 Marks	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 1</i> 1 Mark	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No.1c	<i>Assess the criticisms of the various electoral systems used in the UK.</i>
AO1	Knowledge and understanding
<b>Key knowledge and understanding (This is not an exhaustive account of relevant points)</b>	
There are a number of criticisms which can be alleged against the various electoral systems which are used in the UK some of these are:	
<p><b>The first past the post system (FPTP)</b> has been alleged not to provide an accurate or fair reflection of how people voted and to give all political parties a justified share of the seats. In additions it is said that not all votes count or are of equal value. This system is said to sacrifice accuracy in favour of strong government. No governments in recent times have got 50% of the votes cast.</p> <p>However, some indicate that FPTP does provide electoral choice in a straightforward manner. The winning party can claim a mandate and there are established clear lines of accountability. This can be seen as stable government with one party in power. FPTP provides strong government and that is to be prized above some of its drawbacks. FPTP also provides</p>	
<p><b>The Closed Party List</b> used to elect MEPs. It is criticised for giving representation to too many parties too small to govern or provide leadership. The system is also said to break the close link between voters and a know representative. Where individual candidate appear on the closed party list also gives too mach party to the party machine.</p> <p>However, it is the most proportional system that we use in the UK and is fair to all political parties; as such votes are not wasted as citizens vote for their first choice rather than tactically. Furthermore it aids not only smaller parties but helps minorities and women.</p>	
<p><b>AMS</b> has been criticised for creating confusion by providing two types of MP one based on a constituency basis the other from the party list. Furthermore this party list is numbered by the party not the electorate. It has meant that some members who failed to secure a constituency seat are still able to gain election through this route. As such these two types can be said to enjoy differing levels of legitimacy given their election routes.</p> <p>However, many argue that the combination of FPTP with the list system is the best compromise possible for the UK, keeping a constituency base with some proportionality. It widens choice and attempts to reduce wasted votes.</p>	
<p><b>STV</b> is criticised for the uneven proportionality which may result in certain of the multi-member constituencies. It also attracts criticism in that it can lead to problematic in-fighting amongst party members as they search for popularity and votes in the larger constituencies. STV has been attached for the complexity of the calculation system and the difficulty in many electors has in understanding the system. Many votes were spoilt in Scotland when it was introduced for local government. However the survival of a difficult peace process under STV is testament to its suitability. The uneven proportionality is still much fairer than FPTP. Teething issues with new systems can be overcome.</p>	

**The Supplementary Vote (SV)** has been criticised in that the victor always appears to be a compromise candidate with not achieving an outright victory of first preferences. Victory emerges from the second preferences of the more extremist votes which are redistributed

However it can be argued that it is a fairer system than FPTP and that a compromise candidate is far better than one who achieves victory on a more marginal base.

Several electoral systems must be identified in order to access level 3 marks for AO1. AO2 and AO3 marks are assessed independently and can be higher or lower levels than AO1.

<i>Level 3</i> 6-8 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> 3-5 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> 0-2 Marks	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>AO2</b>	<b>Intellectual skills</b>

#### **Intellectual skills relevant to this question**

- Ability to analyse and explain the alleged criticisms of the various electoral systems
- Ability to identify parallels/connections/similarities and differences between differing electoral systems

<i>Level 3</i> 6-9 Marks	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 2</i> 4-5 Marks	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 1</i> 0-3 Marks	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

<b>AO3</b>	<b>Communication and coherence</b>
Appropriate vocabulary in this question may include terms such as voter turnout, apathy, marginal and safe seats amongst other relevant and illustrative terminology.	
Level 3 6-8 Marks	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 3-5 Marks	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 0-2 Marks	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

<b>No.2a</b>	<b>Using examples distinguish between insider and outsider pressure groups.</b>
Indicative content (The following does not exhaust relevant points or appropriate knowledge)	
<p>Wyn Grant developed the classification of pressure groups to have insider and outsider status, they can be distinguished as follows:</p> <ul style="list-style-type: none"> <li>• An insider pressure group has a close and productive relationship with the government whereas an outsider has little or no government contact.</li> <li>• This relationship may mean that insiders will be consulted before and during policy implementation whereas outsiders do not enjoy this favour.</li> <li>• Insider groups will be highly unlikely to use direct action or break the law whereas outsider groups may under certain circumstances be attracted to law breaking</li> <li>• Examples of insider groups include the NFU and the BMA</li> <li>• Examples of outsider groups include Earth First and the Animal Liberation Front.</li> </ul>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• Up to 3 marks for a comprehensive account of a distinguishing aspect of insider and outsider group status which shows accurate knowledge and understanding.</li> <li>• A maximum of three marks is possible if no examples are provided.</li> <li>• To achieve maximum marks, an example of an insider and an outsider group must be used.</li> </ul>	

No. 2b	<b>Explain the factors which limit the success of pressure groups.</b>
AO1	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>Pressure group success may be limited by a range of factors.</p> <ul style="list-style-type: none"> <li>• Finance/wealth may be a feature which limits success.</li> <li>• Size may be a limiting factor; a lack of numbers to gain a critical mass may be relevant.</li> <li>• Adverse publicity may again be a restrictor if the aims of the pressure groups receive a poor press then this can spell disaster.</li> <li>• The fact that a pressure group may have an opposing group(s) set against its aims can be relevant an example of this is the pro and anti abortion groups.</li> <li>• The leadership and management of the pressure group may also be a restriction on success.</li> <li>• The pressure group may be limited by the government who may view the pressure groups aims as being opposed to its ideas.</li> <li>• Insider or outsider status may affect a pressure group's success.</li> </ul>	
Level 3 5-7 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 3-4 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 0-2 Marks	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
AO2	<b>Intellectual skills</b>
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the differing factors or ways in which success is limited.</li> </ul>	
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	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 1 Mark	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No.2c	To what extent do pressure groups promote political participation in the UK?
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 can promote political participation in the UK.</p> <p>The numbers joining pressure groups has vastly increased. They supplement elections as an avenue of participation by providing a channel of communication. Pressure groups can act as a point of political information and education. They can thus inform the public about events and aid understanding which then encourages participation. Pressure groups can participate in policy formulation as some may be consulted before and during this process. Furthermore some pressure groups actually put political theory into practice as they implement political directives; the best example of this is the NFU. Pressure groups can serve to represent the interests of specialist sections of society and minorities, who can via group formation meaningfully, participate in politics whereas as individuals the process may be cumbersome and overpowering. There has been a huge growth in the number of and the scope of cause groups which have been vital in promoting more active political participation.</p> <p>However there are arguments that pressure groups may damage or restrict political participation in the UK.</p> <p>It is argued that pressure groups may concentrate power to their particular advantage and pursue narrow self interest and the wider body politic suffers. Pressure groups are not accountable and thus they can act without constraints. Some pressure groups ignore the democratic mechanism and instead subvert the political process. This could be via various law breaking activities. It is suggested that pressure groups undermine the process of parliamentary participation where elected officials are the voice of the people. In a wide sense pressure groups can be said to lack full legitimacy and thus undermine participation. It is suggested that pressure groups can bring about elite decision-making. Despite the growth of pressure groups (in membership number and type) participation in elections has fallen. Some pressure groups have seen a decline in membership which has resulted in restricted political participation an example are the trade unions. It has been stated that pressure groups create 'chequebook participation' in that although membership and funds of a pressure group may be high political participation moves little beyond subscription with no meaningful political action.</p> <p>It is possible that a variance between AOs may emerge in response to this question.</p>	

<i>Level 3</i> 6-8 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> 3-5 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> 0-2 Marks	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>AO2</b>	<b>Intellectual skills</b>
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the case for and against pressure groups promoting political participation.</li> <li>• Ability to evaluate the political context in the UK and how pressure groups influence participation.</li> </ul>	
<i>Level 3</i> 6-9 Marks	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 2</i> 4-5 Marks	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 1</i> 0-3 Marks	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>AO3</b>	<b>Communication and coherence</b>
Appropriate vocabulary in this question may include terms such as pluralism, democratic deficit and representative democracy amongst other pertinent political terminology.	
Level 3 6-8 Marks	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 3-5 Marks	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 0-2 Marks	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

<b>No.3a</b>	<b>Using an example, define consensus politics</b>
Indicative content (The following does not exhaust relevant points or appropriate knowledge)	
<p>Consensus politics can be defined by the following;</p> <ul style="list-style-type: none"> <li>• It refers to a situation in which the major political parties agree about key broad ideological goals.</li> <li>• The result of this overlap is that policy pronouncements and actions can be very similar between the major parties.</li> <li>• The degree of agreement does not necessarily need to be total and cover every issue, but it is significant and extensive.</li> <li>• The opposite or contrasting position is adversary politics where fundamental differences on ideology and policy options exist.</li> <li>• An example of policy consensus is the Butskellite consensus after the second world war which lasted until the mid to late 1970's</li> <li>• A second example is the post-Thatcher consensus which developed in the 1990's as the Labour Party accepted many of the policies of the Conservative governments of the 80's &amp; 90's</li> </ul>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• 1 mark for relevant detail</li> <li>• Up to 3 marks for one aspect which shows accurate, detail with expansive, comprehensive knowledge and understanding.</li> </ul> <p>A maximum of three marks is possible if no example is provided.</p>	

No. 3b	<b>Explain the ideas and policies which link the current Labour Party to socialism.</b>
AO1	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>The Labour Party in the UK has shown a commitment to socialism in the UK. This type of socialism can be seen as revisionist in that it seeks to reform capitalism, not overthrow it. The commitment to socialism has always been a feature but levels of this have varied. Current indicators of socialism could include:</p> <ul style="list-style-type: none"> <li>▪ A firm belief in welfare to improve the conditions of the most vulnerable in society.</li> <li>▪ The above may be expressed in targeting benefits for those in greatest need such as those on low incomes or who may have disabilities</li> <li>▪ A clear commitment to equality and to make society work more harmoniously with the reduction of class differences.</li> <li>▪ Commitment to the NHS free at point of delivery</li> <li>▪ A commitment to improving education for all so that social mobility can more readily take place.</li> <li>▪ A belief in state action in the economy to regulate and protect as seen by the bank bailout. This links socialism to the reform of capitalism.</li> <li>▪ A belief that to an extent crime arises out of social deprivation and therefore if this is addressed then crime levels will fall.</li> </ul>	
Level 3 5-7 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 3-4 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 0-2 Marks	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
AO2	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the key principles which link the Labour Party to socialism.</li> </ul>	
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	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 1 Mark	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No.3c	To what extent is the current Conservative Party influenced by 'One Nation' principles?
AO1	Knowledge and understanding
Key knowledge and understanding (This is not an exhaustive account of relevant points)	
<p>One Nation conservatism has been a form of conservatism which has influenced the Conservative Party in the 19<sup>th</sup> and 20<sup>th</sup> centuries. It is based around several core features these include paternalism, pragmatism and consensus. A call of One Nation conservatism is to introduce social reform to diminish but not eliminate social inequalities, with the rich fulfilling an obligation (noblesse oblige) to the needs of the poor. Evidence that the Conservative Party is influenced by these principles include the following;</p> <ul style="list-style-type: none"> <li>- A commitment to avoid social deprivation by supporting limited welfare</li> <li>- A commitment to the NHS</li> <li>- A willingness to intervene in the economy to a limited degree to prevent social breakdown this may be seen as social liberalism</li> <li>- A willingness to accept that 'there is such a thing as society'</li> <li>- A drive to accommodate social inclusion. This may include, for instance, minority groups.</li> <li>- An emphasis on duty and obligations on those who have reaped rewards in a society to those less fortunate.</li> <li>- Large acceptance of the constitutional changes of the Labour Party in office, pragmatism.</li> </ul> <p>However, there are those who suggest that the Conservative Party is still more heavily influenced by Thatcherism than 'One Nation' ideas and they cite the following;</p> <ul style="list-style-type: none"> <li>- A strong commitment to lowering taxation to boost growth</li> <li>- A reluctance to advance the role of the state.</li> <li>- A firm belief that the market, not the state providing the best or fairest provision in society for wealth and life chances.</li> <li>- Tough attitudes to crime and firm law and order policies</li> <li>- Strengthening national identity promoting patriotism.</li> </ul> <p>The issues of the EU and the environment can provide evidence for both One Nation and Thatcherite elements within the party. These however need supportive illustration for AO2.</p> <p>It is possible that a variance between AOs may emerge in response to this question.</p>	
<i>Level 3</i> 6-8 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> 3-5 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> 0-2 Marks	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<b>AO2</b>	<b>Intellectual skills</b>
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the competing tendencies in the Conservative Party.</li> <li>• Ability to evaluate the question set and reach a considered conclusion.</li> </ul>	
<i>Level 3</i> 6-9 Marks	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 2</i> 4-5 Marks	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 1</i> 0-3 Marks	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>AO3</b>	<b>Communication and coherence</b>
Appropriate vocabulary in this question may include terms such as Thatcherism, social liberalism, pragmatism and other pertinent illustrative terminology.	
Level 3 6-8 Marks	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 3-5 Marks	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 0-2 Marks	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No.4a	Define direct democracy.
Indicative content (The following does not exhaust relevant points or appropriate knowledge)	
<p>Direct democracy can be said to have the following aspects:</p> <ul style="list-style-type: none"> <li>• Direct, constant and unhampered involvement of the people in political life.</li> <li>• There is no formal distinction between the people and the government for they are in practice one and the same. There are no professional politicians.</li> <li>• The people themselves make the decisions it is not done on their behalf.</li> <li>• It can be described as a system of self-government</li> <li>• Politics is constant: permanently consultative and active.</li> <li>• Referendums can be seen as examples of direct democracy</li> <li>• Ancient Athens is an example of direct democracy.</li> </ul>	
AO1	Knowledge and understanding
<ul style="list-style-type: none"> <li>• 1 mark for each feature accurately identified</li> <li>• Up to 3 marks for a more detailed or developed description <i>of a particular feature</i> which shows an expansive, comprehensive knowledge and understanding.</li> </ul>	

<b>No. 4b</b>	<b>Explain three forms of democratic participation</b>
<b>AO1</b>	<b>Knowledge and understanding</b>
Key knowledge and understanding (This is not an exhaustive account of relevant points)	
<p>There are numerous forms by which citizens can participate in a democracy. These may include some of the following:</p> <ul style="list-style-type: none"> <li>• Voting at elections, these take place at all levels, local, regional, national and European.</li> <li>• Elections can be seen as participative as the public are selecting officeholders and a set of ideas or policies which they find favour with.</li> <li>• Citizens may stand in elections or hold office.</li> <li>• Elections can also be seen as a form of participation to register discontent with the incumbent office holder. In 1997 the national vote was seen as participative comment on the last Conservative government.</li> <li>• Citizens may join political parties and this opens up channels of participation.</li> <li>• Citizens may join pressure groups for further avenues to participate in politics.</li> <li>• Citizens may take part in referendums and/or initiatives to advance their participation.</li> <li>• Citizens may sign petitions and write to office holders.</li> <li>• People can actively take part in protests to participate in democracy.</li> </ul>	
<i>Level 3</i> 5-7 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> 3-4 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> 0-2 Marks	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>AO2</b>	<b>Intellectual skills</b>
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain various forms of political participation.</li> </ul>	
<i>Level 3</i> 3 Marks	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 2</i> 2 Marks	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 1</i> 1 Mark	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No.4c	Assess the arguments in favour of the greater use of direct democracy in the UK.
AO1	Knowledge and understanding
Key knowledge and understanding (This is not an exhaustive account of relevant points)	
<p>Direct democracy it is argued could be used to a greater extent in the UK. Direct involves a wide range of activities which include referendums, citizen juries, focus groups and other methods linked to digital media/e-technology. The greater use of direct democracy can be said to have the following points in its favour.</p> <p>It is genuine democracy in action. With popular participation emerges the precise and true view of all the citizenry. The people determine their destiny and shape accurately their society. There is no vacuum or distinction between the government and the people. However, the above may be more a reflection of an ideal and an aspiration than a functional practical possibility. In a large scale society direct democracy is not achievable, with a voting population of almost 45 million.</p> <p>At a time in which confidence and trust is limited in representative officials or professional politicians, take for instance the more recent expenses scandal, direct democracy would remove them at a stroke. It would take away a layer of people who may distort the actual views of the people and make politics more relevant and purposeful. However, there is a need for experts in certain fields who can take informed decisions and have a practical long term view for the whole of society. Hence on major economic or health issues experts can be more informed and have greater insight.</p> <p>Direct democracy will create a more informed and educated citizenry. A culture of education and progress will ensue. Regular participation in government creates a more vibrant society where people care about events and the factors behind a wide range of issues. However, some argue that if more direct democracy were to be introduced, the public soon tire of the effort and commitment to the process and are more content with limited involvement.</p> <p>More direct democracy in the UK it is argued would extend greater legitimacy to the government and its actions. For instance the more widespread use of referendums could develop this. Decisions reached in this way will carry greater authority. However the constant reference and involvement of the public may create political instability and polarise opinion and possibly develop into a crisis.</p>	

<i>Level 3</i> 6-8 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> 3-5 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> 0-2 Marks	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>AO2</b>	<b>Intellectual skills</b>
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the suggested ways by which the arguments for direct democracy could be used more often in the UK.</li> <li>• Ability to evaluate the various suggested methods of using direct democracy in the UK and the impact which would follow.</li> </ul>	
<i>Level 3</i> 6-9 Marks	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 2</i> 4-5 Marks	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 1</i> 0-3 Marks	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>AO3</b>	<b>Communication and coherence</b>
Appropriate vocabulary in this question may include terms such as political apathy, democratic deficit, legitimacy, participation crisis and other pertinent illustrative terminology.	
Level 3 6-8 Marks	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 3-5 Marks	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 0-2 Marks	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary



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