

# Mark Scheme (Results) January 2011

GCE

## GCE Government & Politics (6GP01) Paper 1

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No.1a	How do elections promote democracy?
<b>Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)</b>	
<p>There are several ways in which elections promote democracy.</p> <ul style="list-style-type: none"> <li>• They allow ordinary citizens to become involved in politics and enjoy democratic participation</li> <li>• This involvement creates choice in who is to hold office</li> <li>• This involvement furthers democracy as those in power are given democratic legitimacy and authority</li> <li>• Democracy is also promoted as those in office are held to account at the end of a period in office, this can be at government level or at an individual level</li> <li>• Elections are crucial in representative democracy as they allow parties to contest elections and secure a mandate to govern democratically.</li> </ul> <p><b>Other relevant points can be raised.</b></p>	
AO1	Knowledge and understanding
<ul style="list-style-type: none"> <li>• <b>1 mark</b> for an aspect accurately identified</li> <li>• <b>Up to 3 marks</b> for a more detailed or developed description <i>of a particular aspect</i>, which shows an expansive, comprehensive knowledge and understanding.</li> </ul>	

No. 1b	Distinguish between majoritarian representation and proportional representation.
AO1	Knowledge and understanding
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>Majoritarian representation can be ascribed some of the following features :</p> <ul style="list-style-type: none"> <li>- Parties can get a majority of the seats without necessarily obtaining a majority of the votes cast which means that governments are often formed without the support of 50% of those who voted</li> <li>- Majoritarian systems are said to engineer a ‘winners bonus’ in that one party is often over rewarded in terms of seats for the number of votes they received.</li> <li>- First past the post (a plurality system) usually produces majoritarian representation</li> <li>- In this sense the Westminster system of governments requiring 50% (+1) 326 seats is majoritarian.</li> <li>- This type of representation often ensures that one party obtains a majority of the seats in a legislature</li> <li>- It is associated with strong single party government</li> <li>- The Alternative Vote and the Supplementary Vote are majoritarian systems which attempt to provide majoritarian representation</li> </ul> <p>Proportional representation can be ascribed some of the following features:</p> <ul style="list-style-type: none"> <li>- There is a close correlation between the number of votes cast and the number of seats which are obtained.</li> <li>- This means that often political parties are rewarded with a fair share of the seats for the votes they obtained</li> <li>- At its optimum level this would mean for example that if a party received 30% of the vote cast it should receive 30% of the seats available.</li> <li>- It is said to confer a greater sense of legitimacy on governments which are formed subsequent to an election</li> <li>- Often proportional representation means that a majority one party government is not achieved and that coalitions are the normal outcome of this system.</li> <li>- The list system, AMS and STV are proportional systems which aim to provide proportional representation</li> </ul>	
<b>Level 3</b> <b>5-7 Marks</b>	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 2</b> <b>3-4 Marks</b>	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 1</b> <b>0-2 Marks</b>	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<b>A02</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• <b>Ability to explain and evaluate different forms of representation</b></li> </ul>	
<b>Level 3</b> <b>3 Marks</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2</b> <b>2 Marks</b>	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1</b> <b>1 Mark</b>	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No.1c	How far does the Westminster electoral system ensure strong and stable government?
AO1	<b>Knowledge and understanding</b>
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>There is evidence that general elections provide strong and stable government on the following grounds:</p> <ul style="list-style-type: none"> <li>○ The election of May 2010 is the only once since 1979 where no single party has been in office without a clear majority.</li> <li>○ Even the May 2010 outcome has been (thus far) a stable and strong government</li> <li>○ The norm of the Westminster system has been to provide stability. Often with landslide majorities</li> <li>○ This stability and strength has allowed governments to carry out their manifesto pledges with a clear mandate</li> <li>○ Building on from the above this strength and stability can be reflected at general elections where with lines of clear accountability a strong government can be reviewed and held in check</li> <li>○ Governments have invariably run for their full term and this has provided a clear strategy to plan for example in economic terms. Once again the Coalition agreement has drawn up plans for this.</li> <li>○ Governments have the strength and conviction to carry out major decisions and fundamental reforms. Again still true as the current government has made significant policy changes.</li> <li>○ The use of first past the post allows for, and by design produces strong and stable government</li> <li>○ General elections provide the cohesion and impetus for party politics and this contributes to the strength unity and stability which results.</li> <li>○ Strength and stability is provided at the expense of fairness in representation</li> </ul> <p>However there is evidence that general elections do not ensure strong and stable government</p> <ul style="list-style-type: none"> <li>○ Some have alleged that the workings of the Westminster system in May 2010 exposed its failings as opposed to displaying its strengths and stability.</li> <li>○ Low turn out and participation in the Westminster system reduces legitimacy and may undermine stability and strength</li> <li>○ Governments who have large majorities are not necessarily strong and stable. Brown had a large majority for instance, but in the final stages his government was often seen as weak and unstable</li> <li>○ Strong and stable government, it can be argued, is more likely to arise from party discipline than from the electoral system</li> <li>○ If a government has a small majority or no majority under the Westminster system, they can be seen as weak and unstable eg. Major (1992-1997)</li> <li>○ It is possible that the Westminster electoral system could produce coalition governments which are weak and unstable</li> <li>○ Governments can become unstable and weak, not as a result of the Westminster electoral system, but as a result of the vast range of external factors ranging from economic factors to sleaze.</li> </ul>	
<b>Level 3</b>	Full and developed knowledge and understanding of relevant

<b>6-8 Marks</b>	institutions, processes, political concepts, theories or debates
<b>Level 2</b> <b>3-5 Marks</b>	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 1</b> <b>0-2 Marks</b>	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>A02</b>	<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 debate which connects the Westminster electoral system with strong and stable government.</li> <li>• Ability to identify parallels/connections/similarities and differences comparing weak and strong government</li> </ul>	
<b>Level 3</b> <b>6-9 Marks</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2</b> <b>4-5 Marks</b>	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1</b> <b>0-3 Marks</b>	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>A03</b>	<b>Communication and coherence</b>
Appropriate vocabulary in this question may include terms such as legitimacy, party system and landslide majorities amongst other relevant and illustrative terminology.	
<b>Level 3</b> <b>6-8 Marks</b>	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2</b> <b>3-5 Marks</b>	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1</b> <b>0-2 Marks</b>	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No.2a	Outline two differences between pressure groups and political parties
Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge</i> )	
<p><i>Pressure groups and political parties differ along many avenues some of which include:</i></p> <ul style="list-style-type: none"> <li>• Pressure groups do not normally seek governmental office and to hold power, they seek to influence power holders.</li> <li>• Pressure groups often have less internal democratic structures than political parties.</li> <li>• Some pressure groups will resort to illegal action to achieve their aims, whereas political parties are highly unlikely to endorse law breaking</li> <li>• Political parties as a result of their nature hold views and ideas across a range of topics, pressure groups by contrast are more specific and may have more circumscribed aims.</li> <li>• Pressure groups have enjoyed in recent years a growing membership whereas political parties have experienced a declining roll.</li> <li>• Pressure groups have fewer restraints on funding and finance than political parties who are closely audited.</li> </ul> <p>Other relevant factors may be advanced to illustrate how the two differ.</p>	
AO1	Knowledge and understanding
<ul style="list-style-type: none"> <li>• 1 mark for each difference accurately identified</li> <li>• Up to 3 marks for a more detailed or developed description <i>of a particular difference</i> which shows an expansive, comprehensive knowledge and understanding.</li> </ul>	

No. 2b	How and why do some pressure groups use direct action?
AO1	Knowledge and understanding
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>Direct action is where the public actively become involved in politics as opposed to dealing through a representative or simply just voting in elections</p> <p>How is direct action used?</p> <ul style="list-style-type: none"> <li>• Direct action takes many forms, it need not be considered to be solely illegal in nature.</li> <li>• Some pressure groups will go on marches and demonstrations to show their views on a topic or issue as with the Stop the War marches against the Iraq war and the more recent marches against the rise in student tuition fees.</li> <li>• Some trade union pressure groups may go on strike (official &amp; unofficial) or break their contract of employment.</li> <li>• Civil disobedience can be considered to be direct action</li> <li>• Some pressure groups carry out 'sit ins' where they occupy public buildings often used in the 1960's and now employed recently as a protest against the rise in student tuition fees.</li> <li>• Occasionally pressure groups may cause an illegal obstruction by blocking the highway. Fathers4justice often brought traffic to a halt illegally.</li> <li>• Some pressure groups aligned with campaigns against animal testing have carried out a number of illegal acts from grave violation to harassing animal laboratories.</li> </ul> <p>Why do pressure groups use direct action?</p> <ul style="list-style-type: none"> <li>• Pressure groups turn to direct action to advance their cause as other non-direct methods having failed or not being available.</li> <li>• At times pressure groups need the media spotlight and direct action is a method of achieving this</li> <li>• Often outsider groups turn to direct action as they do not have the privileged enjoyed by insider groups</li> <li>• The failure or exhaustion of conventional or legal routes may cause direct action (illegal action) as a last resort, the illegal activity of the protestors against the hunting ban broke the law in frustration</li> </ul>	
<b>Level 3</b> <b>5-7 Marks</b>	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2</b> <b>3-4 Marks</b>	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1</b> <b>0-2 Marks</b>	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

<b>A02</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• <b>Ability to analyse and explain the scope of direct action how and why it is used.</b></li> </ul>	
<b>Level 3</b> <b>3 Marks</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2</b> <b>2 Marks</b>	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1</b> <b>1 Mark</b>	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No.2c	To what extent are the largest pressure groups the most successful ones?
AO1	Knowledge and understanding
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>There are many reasons why pressure groups enjoy and achieve success, the notion that size is crucial for success cite the following evidence:</p> <ul style="list-style-type: none"> <li>○ Numerical strength brings political leverage. For example often the numbers who are members of the RSPB mean that legislators listen to their voice.</li> <li>○ Numerical advantage often brings financial leverage. For example the numbers who are members of the RSPCA allow the organisation to take our nationwide advertisements to advance their cause and achieve success.</li> <li>○ The momentum achieved by a large well organised pressure group often means that a government has to listen and take action, it may not reverse its decision but it may deviate some aspect of its policy. The Labour and the current Coalition government has modified policies as a result of large protest.</li> <li>○ A large pressure group with no political counterweight may make it hard for a government to ignore, for instance the Snowdrop campaign and the campaign to ban firearms was a success.</li> </ul> <p>However there are numerous reasons and ample evidence to disprove the notion that size is the sole determinant of success, for example:</p> <ul style="list-style-type: none"> <li>○ Despite huge numerical strength some pressure groups have failed: the Stop the War campaign did not prevent the Iraq War, there is no evidence that the student protest will stop the increase in student tuition fees.</li> <li>○ Pressure group success may arise out of its status, insider groups with direct access to those who have power may be more effective.</li> <li>○ Some pressure groups are small, but if they speak for a significant minority and represent the bulk of a specialism then their small number is not ignored, the BMA is a good example of a numerically small organisation but the fact that it speaks for a vast section of doctors means it ‘punches above its weight’ in numerical terms.</li> <li>○ Often having a celebrity backing the cause may make up for small membership. The fact that Jamie Oliver led the ‘Feed Me better’ compensated in success terms for its small following. The campaign to secure citizen rights for Ghurkhas benefited from Joanna Lumley’s contribution.</li> <li>○ Evidence may be cited that events, skill, expertise, a party in office and a host of other factors can be more important than size can be advanced.</li> </ul> <p>Both sides of the debate should be discussed and evaluated.</p>	

<b>Level 3</b> <b>6-8 Marks</b>	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2</b> <b>3-5 Marks</b>	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1</b> <b>0-2 Marks</b>	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>A02</b>	<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 case for and against the factor of size as being crucial for pressure group success.</li> <li>• Ability to evaluate the political context in how and why pressure groups achieve success.</li> </ul>	
<b>Level 3</b> <b>6-9 Marks</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2</b> <b>4-5 Marks</b>	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1</b> <b>0-3 Marks</b>	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>A03</b>	<b>Communication and coherence</b>
Appropriate vocabulary in this question may include terms such as outsider/insider group, elitism and pluralism amongst other pertinent political terminology.	
<b>Level 3</b> <b>6-8 Marks</b>	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2</b> <b>3-5 Marks</b>	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1</b> <b>0-2 Marks</b>	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No.3a	Define two functions of a political party.
<b>Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)</b>	
<p>Political parties can be said to fulfil many functions in a democratic political system, some of these include the following:</p> <ul style="list-style-type: none"> <li>▪ Parties function to represent their members and support and promote their interests</li> <li>▪ Parties also act to formulate policies on a wide range of topics such as the economy, education and foreign affairs</li> <li>▪ Parties have a function to contest elections by putting up candidates and creating a manifesto of new policies.</li> <li>▪ Parties recruit members to provide not only candidates for elections but also officers in government and leaders in a national and local context.</li> <li>▪ Parties also function to provide education on contemporary topics such as defence and the environment</li> <li>▪ In a modern context a major function of political parties is to ensure legislation is passed and service Parliament</li> </ul>	
AO1	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• <b>1 mark</b> for relevant and accurate detail</li> <li>• <b>Up to 3 marks</b> for a more detailed or developed description of a function which shows expansive, comprehensive knowledge and understanding</li> </ul>	

No. 3b	Explain what is meant by the term Thatcherism.
A01	Knowledge and understanding
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>Mrs Thatcher became leader of the Conservative Party in 1975 when she replaced Edward Heath as leader. In 1979 she became PM and was both leader of the Conservative Party from then until she was removed from office by her own party in November 1990. As such after a long period in office her political ideas have been termed as Thatcherism and can be said to have some of the following features:</p> <ul style="list-style-type: none"> <li>• A preference for the individual as opposed to the state.</li> <li>• The above can be seen as ‘rolling back’ the state and the state doing less in social terms</li> <li>• A preference for the free market and open competition</li> <li>• The above can be seen in the process of privatisation where the state sold off its assets</li> <li>• A preference for strong law &amp; order tactics, favouring prison and punishment</li> <li>• The above can be seen in a number of Criminal Justice Acts which increased sentences for offences.</li> <li>• Thatcherism was seen to be anti trade union</li> <li>• This was seen in the numerous statutes which restricted trade union power.</li> <li>• In its latter stages Thatcherism was seen as being opposed to the integration of the EU and having a strong nationalistic character</li> <li>• The above was seen in the Bruges speech where Mrs Thatcher warned against the ‘United States of Europe’</li> </ul>	
<b>Level 3</b> <b>5-7 Marks</b>	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2</b> <b>3-4 Marks</b>	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1</b> <b>0-2 Marks</b>	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
A02	Intellectual skills
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• <b>Ability to analyse and explain the central features of Thatcherism</b></li> </ul>	
<b>Level 3</b> <b>3 Marks</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2</b> <b>2 Marks</b>	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1</b> <b>1 Mark</b>	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No.3c	To what extent do the UK's major parties accept Thatcherite ideas and policies?
AO1	Knowledge and understanding
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>Despite leaving office and party leadership in 1990 the ideas and policies of Thatcherism still are alleged to be influential. The case for the acceptance in major parties is as follows: The Labour Party:</p> <ul style="list-style-type: none"> <li>• When elected in 1997 Tony Blair and New Labour did not set about reversing many of the Thatcherite ideas and policies in office.</li> <li>• No reversals of privatisations took place, indeed the process was extended</li> <li>• There was commitment to the ideas and principles of the free market and open competition</li> <li>• There continued to be a strong policy on law &amp; order as prison places were expanded.</li> <li>• The Labour Party previously under Brown and currently Milliband have not set about to destroy this 'post-Thatcher consensus'</li> </ul> <p>There is evidence that the Conservative Party is Thatcherite in outlook.</p> <ul style="list-style-type: none"> <li>○ The principle of free market economics is central to the party and can be seen in wide support for enterprise. Often seen as supply side economics.</li> <li>○ An acceptance of inequality as a fulcrum to individual and group motivation</li> <li>○ The principle of minimal state interference wherever possible</li> <li>○ Widespread encouragement of individualism and self reliance</li> <li>○ The lowering of taxation at every opportunity</li> <li>○ A line of patriotic fervour latterly expressed as Euroscepticism.</li> </ul> <p>The Liberal Democrats can be noted. Aspects of free market support and individualism has long been part of their creed.</p> <p>On the other hand it can be argued that Thatcherism slowly but surely has been diluted or replaced over time with the more historically dominant ideas of One Nationism. These ideas being articulated more fully with David Cameron.</p> <ul style="list-style-type: none"> <li>○ An acknowledgement of the limits of the free market</li> <li>○ A growing acceptance of the harm to society of inequality</li> <li>○ An acceptance of a safety net for state activity (welfare) in areas such as the NHS alongside a willingness to improve these</li> <li>○ An acceptance of devolved power and a desire to engineer greater local democracy</li> <li>○ An acceptance of cultural diversity</li> <li>○ Taxation only lowered when possible and practical</li> <li>○ Attempts to understand crime as well as to provide punishment</li> </ul> <p>In the Labour Party there have been moves to reject the principles of Thatcherism</p> <ul style="list-style-type: none"> <li>• Moves on the constitutional agenda</li> <li>• A more Pro EU outlook</li> <li>• Increased welfare provision</li> </ul> <p>Both sides of the debate will be covered and discussed.</p>	

<b>Level 3</b> <b>6-8 Marks</b>	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2</b> <b>3-5 Marks</b>	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1</b> <b>0-2 Marks</b>	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>A02</b>	<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 competing tendencies in the main political parties</li> <li>• Ability to evaluate the question set and reach a considered conclusion.</li> </ul>	
<b>Level 3</b> <b>6-9 Marks</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2</b> <b>4-5 Marks</b>	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1</b> <b>0-3 Marks</b>	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>A03</b>	<b>Communication and coherence</b>
<b>Appropriate vocabulary in this question may include terms such as privatisation and New Labour, Old Labour, New Right and One Nation and other pertinent illustrative terminology.</b>	
<b>Level 3</b> <b>6-8 Marks</b>	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2</b> <b>3-5 Marks</b>	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1</b> <b>0-2 Marks</b>	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No.4a	Apart from voting in elections and referendums, describe <b>two</b> ways of participating in politics.
<b>Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)</b>	
<p>With the exception of elections and referendums there are numerous methods of participating in politics some of the following may be considered:</p> <ul style="list-style-type: none"> <li>• Joining a political party this may cover a range of participative methods from commenting on policy to attending party conferences or simply being a donor or fund raiser.</li> <li>• Joining a pressure group, again this may cover a range of activities from simply offering donations to joining protests and campaigns</li> <li>• Participation may involve expressing concern on political matters with the constituency MP this could be simple letter writing or attending a surgery to lobbying him/her in Parliament.</li> <li>• In a more modern context internet petitions and on-line facilities allow citizens to participate in politics</li> <li>• It may mean going on a protest or march</li> </ul>	
AO1	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• <b>1 mark</b> for each way accurately identified</li> <li>• <b>Up to 3 marks</b> for a more detailed or developed description <i>of a particular way</i> which shows an expansive, comprehensive knowledge and understanding.</li> </ul>	

No. 4b	Explain the arguments in favour of lowering the voting age.
A01	Knowledge and understanding
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>There are numerous arguments which have been put forward which favour a reduction in the voting age from 18, these include:</p> <ul style="list-style-type: none"> <li>○ Allowing voting at 16 places this right in line with other aspects of citizenship available at this age, which include the age of consent, the right to marry, entering the field of employment and income tax payment.</li> <li>○ Earlier involvement in politics will capture the younger generation and commit them to committed citizenship and foster a great sense of civic pride and duty. It can feed on from citizenship in pre-16 schooling.</li> <li>○ Developing from the above long term participation rates may rise as a consequence of this reduction.</li> <li>○ Knowledge and competence are not significantly lower at 16 than 18. It can be argued that the decision to continue in education and employment are far more personally important issues reached at a younger age than voting</li> <li>○ Involving under 18 will make youth issues a more relevant topic in elections. For instance career options and education are vital for this age group and political parties will have to make this a key topic in an election. It may thus be argued to spend time at the outset of an individual's career and education is a wise investment.</li> </ul>	
<b>Level 3</b> <b>5-7 Marks</b>	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2</b> <b>3-4 Marks</b>	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1</b> <b>0-2 Marks</b>	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
A02	Intellectual skills
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• <b>Ability to analyse and explain the reasons for reducing the voting age.</b></li> </ul>	
<b>Level 3</b> <b>3 Marks</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2</b> <b>2 Marks</b>	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1</b> <b>1 Mark</b>	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No.4c	To what extent would the wider use of referendums improve democracy in the UK?
AO1	Knowledge and understanding
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>It is alleged that the wider use of referendums would improve democracy in the UK:</p> <ul style="list-style-type: none"> <li>• It would make the population more politically active between elections, it may lead to increased turnouts</li> <li>• It would be a tool of precision as on contested issues where elected politicians are not representative enough, for instance ethical issues such as the legalisation of euthanasia</li> <li>• On issues which divide parties the public could have the final and most important say, the rise in tuition fees would be a good example</li> <li>• They could be used at a local level for local issues, often a one size fits all policy does not work. Local solutions could be delivered by local referendums on such things as buildings policy</li> <li>• It would make governments less elitist and curtail the notion of an elected dictatorship</li> <li>• Referendums are useful when a political party is internally divided; they are also considered useful when all the major parties agree on a topic, here a referendum would offer the general public a choice.</li> <li>• They are good for important and major decisions such as changes to the constitution, the voting system or EU matters (as indicated the current coalition governments plan to offer referendums to any EU Treaty amendments)</li> </ul> <p>However there are arguments against the wider use of referendums:</p> <ul style="list-style-type: none"> <li>• Greater use can lead to apathy, eventually</li> <li>• The public lack specialised knowledge on some areas such as economic matters</li> <li>• They have been cited as a tool of those in power not a democratic lever</li> <li>• The cost is excessive, a better use of money could be utilised</li> <li>• Excessive use undermines the principle of representative democracy and the role of Parliament.</li> <li>• There are other means apart from referendums to improve democracy, compulsory voting and the wider use of consultation could be employed.</li> <li>• A biased media may create an unfair arena in which voters may be unfairly influenced by elitist or specialist interests.</li> <li>• It is possible that referendums can become ‘mini elections’ on the performance of the current government.</li> </ul> <p>Both aspects of the debate will be considered and a conclusion reached.</p>	
<b>Level 3</b>	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>6-8 Marks</b>	
<b>Level 2</b>	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

<b>3-5 Marks</b>	
<b>Level 1</b>	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>0-2 Marks</b>	

<b>A02</b>	<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 benefits of the wider use of referendums in the UK</li> <li>• Evaluation of the suggested strengths and drawbacks of the above.</li> </ul>	
<b>Level 3</b> <b>6-9 Marks</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2</b> <b>4-5 Marks</b>	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1</b> <b>0-3 Marks</b>	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>A03</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.	
<b>Level 3</b> <b>6-8 Marks</b>	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2</b> <b>3-5 Marks</b>	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1</b> <b>0-2 Marks</b>	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

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