

Mark Scheme (Results)

Summer 2012

GCE Government & Politics
People & Politics
6GP01

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Summer 2012

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| No.1(a) | Define democratic legitimacy, and outline one way in which it is achieved. |
| Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>) | |
| <p>Democratic legitimacy is the accepted right to exercise and use power. When it has been achieved through a democratic route is it conferred by the people and also through the accepted political framework of the state.</p> <p>Democratic legitimacy can be obtained through several routes some include:</p> <ul style="list-style-type: none"> • Elections. These can be a General election, local, devolved or European • By popular consent through a referendum. • By adhering to constitutional practices, laws and customs | |
| AO1 | Knowledge and understanding |
| <ul style="list-style-type: none"> • 1 mark for each aspect accurately identified. • Up to 3 marks for a more detailed or developed description <i>of a particular aspect</i>, which shows an expansive, comprehensive knowledge and understanding. • Both parts of the question need to be addressed if only one aspect is debated then this will limit the mark to 3. • Only one way democratic legitimacy is achieved can be credited. If more than one way is provided only the stronger one is credited. | |

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| No. 1(b) | In what circumstances are referendums held in the UK? |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>Referendums have been held in the UK in under several circumstantial situations, which include:</p> <ul style="list-style-type: none"> • To fulfil pledges made in party manifestoes. Labour in 1997 promised in their manifesto to hold a referendum on a Mayor for London • To provide legitimacy to major constitutional changes. Devolution of power to Scotland and Wales was such an event • To satisfy the terms for a coalition government between the Conservative and Liberal Democratic parties. • To settle an internal party dispute over a contested issue. It was alleged that the national referendum in 1975 over continued EU (EEC) membership was more concerned with disputes inside the Labour Party than wider public concerns • At local levels referendums are held for a multitude of reasons to solve issues ranging from planning proposals, locally elected mayors, schooling, and transport issues. At local levels referendums can be triggered by petitions. <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Reference is made to at least 2 referendums and, albeit simply, to the circumstances in which they were held. <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • There is discussion of at least three referendums and clear consideration of the circumstances in which they were held. | |

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| Level 3 5-7 Marks | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 2 3-4 Marks | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 1 0-2 Marks | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> Ability to evaluate and explain when the different circumstances in which referendums are held. | |
| Level 3 3 Marks | Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| Level 2 2 Marks | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| Level 1 1 Mark | Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |

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| 1(c) | Should referendums be more widely used in the UK? |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>Those who argue that referendums should be more widely used in the UK cite some of the following reasons:</p> <ul style="list-style-type: none"> • They are a device of direct democracy and ensure several connected benefits which include, education participation and precision. • These benefits include greater legitimacy for decisions as opposed to major decisions being made by a government which may have less than 30% of the public's support. • They can settle long standing disputes and disagreements, for instance the referendum on AV has effectively halted the moves in generational terms for electoral reform. • They are excellent in a local context to bring different solutions to different regions of the UK. <p>However there are many who argue that referendums should not be more widely used in the UK based on some of the following reasons:</p> <ul style="list-style-type: none"> • They are a detraction in a representative system of democracy and as such they surrender power of experts to the masses. • Wider and more prevalent use promotes irresponsibility and eventually apathy. • They are time consuming and costly, the AV referendum cost was a waste of money in times of economic recession. • They are done to suit political parties not the public and as such give the illusion not the reality of choice. <p>Both sides of this debate will require reference and discussion before a conclusion is offered.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • At least one clear reason is given for and at least one clear reason is given against using referendums more widely in the UK. <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • At least three clear reasons are given for and at least two (or vice versa) clear reasons are given against the wider use of referendums with examples and an albeit simple conclusion is reached. | |

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| Level 3 6-8 Marks | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 2 3-5 Marks | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 1 0-2 Marks | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> • Ability to analyse and explain the reasons why referendums should be more widely used in the UK. • Ability to analyse and explain the reasons why referendums should not be more widely used in the UK. | |
| Level 3 7-9 Marks | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| Level 2 4-6 Marks | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| Level 1 0-3 Marks | Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| A03 | Communication and coherence |
| Appropriate vocabulary in this question may include terms such as direct democracy, legitimacy, representative democracy and participation and other relevant and illustrative terminology. | |
| Level 3 6-8 Marks | Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. |
| Level 2 3-5 Marks | Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. |
| Level 1 0-2 Marks | Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. |

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| No.2(a) | What is the link between pluralism and pressure groups? |
| Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>) | |
| <p>Pluralism and pressure groups have a close and meaningful link, some of these include:</p> <ul style="list-style-type: none"> • Pluralism considers how power is distributed in society. Pluralism views that it is healthy to have multiple sources of power. Pressure groups are an integral part of this possible dispersal. • Pluralism requires minority representation which is facilitated by pressure groups. • Pluralism is linked to diversity and choice: pressure groups again facilitate this with their diversity and proliferation. • Pluralism theory considers governments listening to a range of pressure groups and deciding policy through consultation, a vast range of pressure groups create this and support pluralist theory. • Pluralism accepts that some pressure groups will succeed and others fail, this is an accurate reflection of pressure group activity. <p>Other links may be advanced and developed.</p> | |
| AO1 | Knowledge and understanding |
| <ul style="list-style-type: none"> • 1 mark for each link accurately identified • Up to 3 marks for a more detailed or developed description of a particular link which shows an expansive, comprehensive knowledge and understanding. | |

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| No. 2(b) | Explain why different pressure groups use different methods to achieve their aims. |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>Pressure groups resort to a vast range of methods to achieve their aims, quite often changing and amending these methods dependent on the results which they obtain.</p> <ul style="list-style-type: none"> • To reach a wide audience. Wealthy pressure groups will use and pay for advertisement to advance their cause. The National Trust regularly uses the press to promote its causes. Other groups may use celebrities to gain media attention. • To make best use of their resources. Many pressure groups will collect and arrange for petitions by holding events in town centres to attract members of the public. This is an affordable option for some pressure groups that have less finance. It may be especially relevant to serve local causes for some pressure groups. • To make use of their insider status. Insider pressure groups may simply make contact with the relevant government minister or senior civil servant to advance their cause. The NFU has close contact with the relevant Government department. • To reflect their outsider status. Outsider pressure groups who know that the government will not take notice carry out high profile stunts (at times illegal) to capture the public attention. Fathers4justice often used this as a device. • To fit in with and reflect the pressure groups membership and their level of radicalism. Groups such as the RSPCA will not resort to direct action whereas groups such as the ALF will naturally resort to direct action. | |
| <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Reference is made to at least two pressure groups and why they use different methods to achieve their aims. | |
| <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • The linkage between aims and different methods is carefully explained in terms of at least three pressure groups. | |

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| Level 3 5-7 Marks | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 2 3-4 Marks | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 1 0-2 Marks | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> Ability to analyse and explain the differing methods used by pressure groups. | |
| Level 3 3 Marks | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| Level 2 2 Marks | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| Level 1 1 Mark | Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |

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| No.2(c) | To what extent do pressure groups strengthen pluralist democracy? |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>There is evidence that pressure group politics can both strengthen and weaken pluralist democracy.</p> <p>Pluralist democracy is the theory that the democratic system works with numerous power outlets with a neutral government who arbitrates between competing interests.</p> <p>Evidence that pressure groups strengthen pluralist democracy posits the following points:</p> <ul style="list-style-type: none"> • Pluralist democracy represents numerous and different groups in a pluralist democracy • Pluralist democracy is a theory that political power is widely distributed in society as such numerous pressure groups facilitate this process • Numerous pressure groups are free to form and there are no restrictions on their activity as long as they keep within the law. • Pressure groups in open competition serve to advance pluralist democracy. In an open liberal democracy such as the UK this occurs <ul style="list-style-type: none"> • Governments take heed and consider pressure group demands and arbitrate to produce the outcome for the common good. <p>However there is evidence that pressure groups weaken pluralist democracy</p> <ul style="list-style-type: none"> o Governments do not act as neutral arbiters, instead they exercise their own agenda which ignores if necessary pressure groups. o It is alleged that far from being pluralist pressure group resources are unevenly distributed and imbalanced. As such there are dominant pressure groups that benefit in a certain way from this uneven resource base. <ul style="list-style-type: none"> • Some sections of society are not represented by pressure groups or are inadequately represented. Housewives and pedestrians are examples respectively. <p>The existence of powerful insider groups with direct and influential access to the government undermines pluralist democracy.</p> <ul style="list-style-type: none"> • The above posits the notion of elitism where pressure group power is uneven and possibly imbalanced which makes pluralist democracy impossible <p>Both sides of the debate will be addressed and a conclusion reached</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • There is evident but simple understanding of “pluralist democracy” and at least one reason or example on each side given why the extent to which pluralist democracy is strengthened and weakened by pressure | |

group activities.

A threshold Level 3 response will typically exhibit the following features:

- The relationship between “pluralist democracy” and pressure group activity is clearly examined with at least two clear reasons or examples given to show both how pressure groups do and do not strengthen “pluralist democracy”; there will also be at least a simple conclusion.

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| Level 3 6-8 Marks | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 2 3-5 Marks | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 1 0-2 Marks | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> • Ability to analyse and explain how pressure group can strengthen / weaken pluralist democracy. • Ability to evaluate the contemporary context in the UK and how pressure groups influence pluralist democracy. | |
| Level 3 7-9 Marks | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| Level 2 4-6 Marks | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| Level 1 0-3 Marks | Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| A03 | Communication and coherence |
| Appropriate vocabulary in this question may include terms such as pluralism, elitism, neutral government and power imbalance amongst other pertinent political terminology | |
| Level 3 6-8 Marks | Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. |
| Level 2 3-5 Marks | Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. |
| Level 1 0-2 Marks | Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. |

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| No.3(a) | Define adversary politics, using an example. |
| Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>) | |
| <p>Adversary politics can be ascribed some of the following characteristics:</p> <ul style="list-style-type: none"> • It is a situation where there is deep and fundamental divisions between the main parties on a wide range of key issues • There is little common ground over which the main parties can agree • These deep divisions are ideological and produce vastly differing policy alternatives • The divide exists when those who hold these polar views are major parties that have a reasonable chance/opportunity to gain governmental power. • Examples of adversary politics would be the UK in the early 1980's as the Labour Party under Michael Foot offered a significantly alternative option to the Conservatism delivered by the Thatcher governments. | |
| AO1 | Knowledge and understanding |
| <ul style="list-style-type: none"> • 1 mark for relevant point • Up to 3 marks for a more detailed or developed point which shows expansive, comprehensive knowledge and understanding. • Both parts of the question need to be addressed if only one aspect is debated then this will limit the mark to 3. • Only one example can be credited. If more than one is provided only the stronger one is credited. | |

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| No. 3(b) | Explain the divisions that exist within the Conservative Party over ideas and policies. |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>The Conservative Party like all other political parties is a 'broad church' and contains several grouping and tendencies within the body, there exists differing approached and attitudes to ideas and policies.</p> <ul style="list-style-type: none"> • There are differences within the party over the approach to the EU. Nobody in the Conservative party supports withdrawal but there are groups who are termed Eurosceptic who fear any further integration and the Europhiles who are less apprehensive towards the EU. • There are differences between the Thatcherite and the One Nation groups, policy and ideas range here over economic and social issues. • There has been debate within the party over the policy and ideas relation to law and order. There were misgivings surrounding the Justice Secretary Ken Clarke and his reform agenda with the prisons and the more hard-line elements within the party who opposed this so called leniency. • Some in the traditional wings of the party are opposed to the deal with the Liberal Democrats and reject the compromises which the party leadership have made. • There are sections of the party who are less enthusiastic about the party's views on the environment, and whilst not rejecting them many believe that the first priority is not the environment but the success of business. <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Simple but reasonably accurate reference is made to at least two divisions within the Conservative Party in terms of ideas/policies. <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • At least three divisions in the Conservative Party over ideas/policies will be carefully/accurately explained. | |

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| Level 3 5-7 Marks | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 2 3-4 Marks | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 1 0-2 Marks | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> Ability to analyse and explain the different policies and ideas within the conservative party. | |
| Level 3 3 Marks | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| Level 2 2 Marks | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| Level 1 1 Mark | Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |

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| No.3(c) | To what extent is the Labour Party still committed to its traditional principles? |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>The Labour Party came into existence at the start of the 20th Century. It declared itself to be a socialist party committed to a peaceful or parliamentary route to achieving that socialism. There is evidence that the party is still a socialist party and that can be based on the following:</p> <ul style="list-style-type: none"> • A commitment to a major role for the state in delivering public services • The above will ensure that the less fortunate in society have some minimal form of protection • Interfering in the operation of a free market to curb the excesses of capitalism hence the privatisation of the Banks • Taxation at higher levels for the wealthy and thus redistributing wealth • The setting of a minimum wage <p>Other factors may also be developed.</p> <p>However there is evidence that the party is no longer a socialist party and that can be based on the following:</p> <ul style="list-style-type: none"> • A process of continual revisions to that original socialist goal have included a re-wording of Clause IV which no longer commits the party to wide scale public ownership. • An acceptance of many of the Thatcherite reforms on the 1980's and 90's which made the operation of a free market a paramount goal • Building on the above the period in office of Blair and then Brown took the party in a post-socialist direction, this can be seen as the rejection of Old Labour and the creation of New Labour • The party no longer sees itself as the party exclusively of the working class but appeals to as wide an audience as possible. In the 2010 elections the votes the party received from the middle classes outnumbers the votes from the working class. <p>Other factors may also be developed.</p> <p>Both sides of the debate will be covered and a conclusion reached. A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Reference can be expected to at least two traditional policies of the Labour Party and a simple but reasonably accurate amount is given of how far they are still embraced within the party. | |

A threshold Level 3 response will typically exhibit the following features:

- There will be clear references to socialist principles and at least two reasons with examples why Labour may be thought to still embrace such principles and also two reasons which suggest that such commitment may have been weakened or abandoned; there will also be at least a simple conclusion.

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| Level 3 6-8 Marks | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 2 3-5 Marks | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 1 0-2 Marks | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> • Ability to analyse and explain the elements of continuity and discontinuity within the party. • Ability to evaluate the policies and ideas which are a source of continuity or discontinuity in the history of the Labor Party. | |
| Level 3 7-9 Marks | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| Level 2 4-6 Marks | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| Level 1 0-3 Marks | Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| A03 | Communication and coherence |
| Appropriate vocabulary in this question may include terms such as socialist party, Old Labour/New Labour and other pertinent illustrative terminology. | |
| Level 3 6-8 Marks | Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. |
| Level 2 3-5 Marks | Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. |
| Level 1 0-2 Marks | Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. |

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| No.4(a) | Describe three different elections regularly held in the UK. |
| Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>) | |
| <p>Elections occur in the UK across quite a wide spectrum and are a key component of the UK system of representative democracy. It is important that responses indicate where/when they are used. A definition of an electoral system alone will not secure credit:</p> <ul style="list-style-type: none"> • General Elections which provide members of Parliament for all geographical locations in the UK. They also serve to determine the government of the UK and are seen as the most important elections in the UK • By-elections serve to provide representatives when a vacancy arises • Local elections provide representation at a lower level and elect councillors who administer certain services in the locality • Elections to the devolved assemblies provide representatives for regional government in Scotland Wales and Northern Ireland. • Elections take place for regionally elected mayors which include London. • Elections take place to secure representatives for the EU. These are fixed term | |
| AO1 | Knowledge and understanding |
| <ul style="list-style-type: none"> • 1 mark for each election accurately identified • Up to 2 marks for a more detailed or developed description <i>of a particular election</i> which shows an expansive, comprehensive knowledge and understanding. | |

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| No. 4(b) | Explain three strengths of 'first-past-the-post' electoral system. |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>There are numerous strengths associated with the first-past-the-post electoral system:</p> <ul style="list-style-type: none"> • It is said to be a simple system easily understood by the electorate with the candidate who secures the most votes secures the contest. • It is efficient in that it is a speedy process with results being quickly declared • It ensures a close and productive relationship with the representative and a designated geographical area. • It produces (in the main) governments who have a clear working majority to pass their legislation. These governments are associated with strengths • Also associated with fptp is stability, governments as noted can carry out their manifesto and serve their full term in office • It keeps extremism at bay, small extreme groups are denied access to wide scale representation. <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • There will be reference to at least 2 strengths of the first past the post system, reasonably expressed. <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • 3 clear strengths will be outlined and some examples will be included in the explanation | |
| Level 3 5-7 Marks | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 2 3-4 Marks | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 1 0-2 Marks | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |

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| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> • Ability to explain the strengths of first-past-the-post electoral system. | |
| Level 3 3 Marks | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| Level 2 2 Marks | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| Level 1 1 Mark | Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |

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| No.4(c) | To what extent do different electoral systems produce different outcomes? |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>Different electoral systems can and do produce different outcomes. This can be seen in relation to the party system, party representation, proportionality, coalition, single party government etc.</p> <ul style="list-style-type: none"> • FPTP is said to produce stronger governments with a clear working majority. FPTP is said to be quicker and simpler. It operates in single member constituencies. It creates less fair representation. It favours large parties to the detriment of the smaller ones. It produces 'safe seats' and 'electoral deserts'. It is alleged to drive down turnout as voters feel their votes are wasted. • AMS used in the devolved assemblies/parliament is confusing for voters who select two types of representatives and it appears that losers are compensated on party lists over which the electorate have no choice. Its outcome is made more proportional by its constituency list top up. • The Closed Party List is used to elect MEP's. This is the most proportional of all systems used in the UK. The two main parties collect less than 50% of the vote and the outcome more accurately reflects how people voted. The results are accurate and fair shares are given out, serving to show the unfairness of other systems. • SV, AV and STV may also be covered <p>Different electoral systems also produce similar outcomes. This can be seen in relation to the party system, party representation, proportionality, coalition, single party government etc.</p> <ul style="list-style-type: none"> • FPTP in Westminster has produced a coalition government and AMS in Scotland has produced a single party government. • All electoral systems used in the UK provide geographical representation to varying degrees. • The major parties tend to dominate in outcomes whatever electoral system is used. | |

A threshold Level 2 response will typically exhibit the following features:

- There will be references to at least 2 electoral systems and a simple but reasonably clear explanation showing how/why they may lead to different outcomes

A threshold Level 3 response will typically exhibit the following features:

- The outcomes of at least 3 electoral systems will be discussed and explicit reasons given showing how/why they lead to different outcomes. There will be a degree of balance and at least a simple conclusion.

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| Level 3 6-8 Marks | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 2 3-5 Marks | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 1 0-2 Marks | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> • Ability to analyse how different electoral systems work. • Ability to evaluate the different outcomes of different electoral systems. | |
| Level 3 7-9 Marks | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| Level 2 4-6 Marks | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| Level 1 0-3 Marks | Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| A03 | Communication and coherence |
| Appropriate vocabulary in this question may include terms such as First Past the Post, party list PR and the Additional Member System and other pertinent illustrative terminology. | |
| Level 3 6-8 Marks | Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary |
| Level 2 3-5 Marks | Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary |
| Level 1 0-2 Marks | Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary |

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