

Mark Scheme (Results) Summer 2010

GCE

GCE Government & Politics (6GP01) Paper 1

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| No.1a | Distinguish between pluralism and elitism |
| Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>) | |
| <ul style="list-style-type: none"> • Pluralism and elitism are terms which make reference to the distribution of political power. • Pluralism is a theory which believes that power is to an extent evenly distributed and that it is not concentrated. • Pluralism has a positive view of pressure groups and considers a multiplicity of them to be good for the body politic. • Elitism by contrast implies that there is a concentration of power in a narrow and exclusive grouping. • Elitism implies that this alleged unequal and unfair distribution of political power in the system may posit problems for the body politic | |
| AO1 | Knowledge and understanding |
| <ul style="list-style-type: none"> • 1 mark for a characteristic accurately identified • Up to 3 marks for a more detailed or developed description of a characteristic depicting comprehensive knowledge and understanding • A maximum of 3 marks can be awarded if only one term is discussed • A limit of 3 marks is available if the concepts do not sufficiently refer to the specification guidance on pressure groups. | |

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| No. 1b | Explain three political functions of pressure groups |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <ul style="list-style-type: none"> - They perform an educative function. Here pressure groups can provide information and education to the general public, making them aware of political events and facts. For instance pressure groups who campaign against pollution and aim to protect the environment may inform the public of pollution levels. - They perform a representative function. Pressure groups can speak up for sections of society who are not adequately represented through the existing electoral system. For example the Gurkha Justice Campaign is an example of a pressure group that was represented by a pressure group as opposed to a political party. - They perform a participative function. We have seen the falling membership rolls of political parties over the last 25 years but have witnessed the growing membership of pressure groups. It is through pressure groups that the public can be participative citizens. For example citizens may go on marches organised by pressure groups such as those held by the Countryside Alliance, or they may sign petitions created by pressure groups. - They perform a role in policy formulation. Here pressure groups can be credited with developing and creating policy which governments and political parties may take up. For instance economic groups such as the CBI and Trade Unions have influenced both Labour and Conservative governments and parties. - They have a function in implementing policy. Occasionally pressure groups implement policy. A good example of this is the National Farmers Union (NFU) who works alongside the government in policy implementation. Another example is the RSPCA who will carry out prosecutions where it considers animal welfare has been severely violated - They have a scrutiny function where pressure groups hold those in power accountable. For example, Greenpeace emails its members regarding Government progress/achievements on climate change targets. | |
| <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. | |
| Ability to analyse and explain how pressure groups function | |
| <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. |

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| No.1c | To what extent do pressure groups undermine democracy? |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>Pressure groups can be said to undermine democracy by several means:</p> <ul style="list-style-type: none"> - They can concentrate power. This may mean that a restricted section of society have an unfair advantage in a democracy. For example wealthy pressure groups may have an unfair advantage with the government. - They may force governments into acting on behalf of a minority and as a result the government may ignore the wider needs of society. For example pressure groups with powerful economic leverage such as the Trade Unions or CBI may force governments to act on their behalf. - They can contribute to the country being difficult to manage and govern. For instance 'hyperpluralism' depicts the difficulty a government may encounter when it is perplexed by a multitude of pressure groups blocking their legitimate actions. - Insider pressure groups can be considered to have an unfair amount of power within governments. For example the NFU and the BMA are alleged to at times have used their insider status in an undemocratic fashion. - Pressure groups can be accused of undermining Parliament the democratically elected legislature. They may influence the government more than democratically elected representatives. <p>However there are arguments that pressure groups do not undermine democracy, it is suggested that:</p> <ul style="list-style-type: none"> - They actually widen the power base in society and advance the interests of all citizens. For instance they may make minorities conform to the democratic prose as opposed to being isolated. - They advance political participation. Participation is crucial to democracy and pressure groups acts to extend and improve this. For example with general elections held infrequently pressure groups maintain political connectivity for a government. - Citizens may act to restrict government and prevent authoritarian action. For instance many pressure groups campaigned against the abolition of the 10p rate of tax under Gordon Brown. - They are a gauge of public opinion for the government as such they maintain stability. - Pressure groups promote political debate and in the process educate and inform the electorate. They thus ensure healthy debate and competition in the political marketplace | |
| <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 |

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| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> • Ability to analyse and explain how pressure groups can both restrict and promote democracy. • Ability to evaluate the implications of pressure groups activity on democracy. | |
| <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. |
| A03 | Communication and coherence |
| Appropriate vocabulary in this question may include terms such as elitism, pluralism, political participation and representation 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 |

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| No.2a | What is meant by legitimacy? |
| Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>) | |
| <ul style="list-style-type: none"> • Legitimacy means rightfulness. As such it can be seen as an approval term which may sanction political behaviour or conduct. • Legitimacy confers authority on an action, institution or political system. As such it distinguishes between power and authority, authority being power cloaked in legitimacy. • Political legitimacy stems from two sources. Firstly it arises from below, through the consent of the public, usually provided by regular and competitive elections. For example the results of an election may extend legitimacy to a new government, basing their mandate on the content of a successful manifesto. • Second it is based on rule-governed behaviour, in this case achieved through the existence of a constitution. For instance the former PM Gordon Brown initially claimed legitimacy to continue as PM after the last general election results as the constitution conferred the legitimacy to stay in post until the time a new government could be formed with Nick Clegg and David Cameron. • Legitimacy is associated with political stability and order, by contrast, regimes which are seen as illegitimate tend to foster instability and disorder. | |
| AO1 | Knowledge and understanding |
| <ul style="list-style-type: none"> • 1 mark for an aspect of the term accurately identified • Up to 3 marks for a more detailed or developed description of the term depicting comprehensive knowledge and understanding. | |

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| No. 2b | Explain three strengths of representative democracy. |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>Representative democracy has an array of strengths it can claim, these include:</p> <ul style="list-style-type: none"> - Government by experts or specialists. Representative democracy places power in the hands of the talented. For instance in terms of law and economics government posts are filled with people who possess detailed knowledge in these areas. - Representative democracy is the only practical form of democracy in a large modern society. Direct democracy is unpractical for a host of reasons. - Representative democracy relieves the burden on the ordinary citizen and allows them to carry on with their chosen pursuits; it provides relief from the chore of decision making and political meetings. - Representative democracy provides accountability. Through elections and free speech the public can hold office holders to account, throwing out errant governments and poorly performing ministers. - Representative democracy provides stability. Limited involvement of the public curtails extremism and agitation. - Representative democracy is pragmatic and evolves in a range of areas, in the UK it has adapted to the use of referendums. It could adapt to the use of initiatives and the power of recall over representatives. | |
| <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"> • Ability to analyse and explain the strengths discussed • Ability to evaluate and consider the strengths as they are presented. | |
| <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. |

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| No.2c | How democratic is the UK? |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>Democracy in the UK has been questioned as to its extent and to its quality.</p> <ul style="list-style-type: none"> - There have been concerns over the electoral system. In particular the first-past-the-post system. On the one hand it is claimed to be a free and fair system which delivers strong government, but on the other hand it is criticised for not fairly translating votes into seats. - There have been concerns surrounding the effectiveness of Parliament a vital component of UK democracy. It has been alleged that it cannot fulfil its role, by acting as a sovereign body, for instance failing to hold the government to account. In addition the recent expenses/allowances scandal has damaged the creditability of the body. On the other hand the recent rise in voter turnout (up 5% in 2010 from 2005) and a cross party acknowledgement of the need to reform shows that the body is capable of meaningful change. - Democracy in the UK has been cited as open and free. Citizens can protest and show disapproval. For instance there is a strong pressure group presence to articulate democratic rights. However, the multiplicity of pressure groups can at time be seen to thwart the democratically elected government and as such a few pressure groups exert undue political influence. - It has been alleged that the changes to the political system since 1997 has made the country more democratic, changes such as devolution, referendums, the Human Rights Act and the Supreme Court. However despite these changes there are still undemocratic features, the House of Lords remains unelected and unaccountable, there is no codified constitution and no domestic Bill of Rights for UK citizens. <p>A reasoned conclusion can be inferred from developing both aspects of the debate.</p> | |
| Level 3 6-8 Marks | Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 2 3-5 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 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> • Ability to analyse and explain the alleged weaknesses and strengths of the UK's representative democracy. • Ability to evaluate the debate and appreciate the contested nature of the debate. | |

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| <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. |
| A03 | Communication and coherence |
| Appropriate vocabulary in this question may include terms such as representative government, voter turnout, apathy 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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| No.3a | Distinguish between left-wing and right-wing political ideas. |
| Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>) | |
| <ul style="list-style-type: none"> • The terms left-wing and right-wing are extensively used today they are historically associated with the French Revolution whether people sat on the right of the king and supported him, or whether they sat on his left and advocated change. • Left-wing political ideas are those associated with a desire to introduce change into the political system. Often this change is of social construction to engineer a 'better society'. • Left wing ideas are associated with welfare, economic intervention and wealth re-distribution. The left wing are optimistic in general about humanity and feel that the status quo is to be challenged not confirmed. Left-wing ideas will favour the collective or the group solution above the individual one. • Right-wing political ideas emphasises the desire not to change and a widespread acceptance of the status quo. • Those who hold right-wing political ideas stress the need for order and stability in society and fear that changes is de-stabilising and dysfunctional. As such there is an emphasis also on authority and its use in society. Those who have right-wing ideas will favour the individual in preference to the group or collective approach. • In the UK left wing ideas are associated with the Labour Party, right wing ideas with the Conservative Party. | |
| AO1 | Knowledge and understanding |
| <ul style="list-style-type: none"> • 1 mark for a characteristic accurately identified • Up to 3 marks for a more detailed or developed description of a characteristic depicting comprehensive knowledge and understanding. | |

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| No. 3b | Explain the differences within the Labour 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>Within the Labour Party there are differences over ideas and policies.</p> <ul style="list-style-type: none"> - On one level these can largely be portrayed as the difference between New Labour and Old Labour. Each element harbours differing policy aims and ideas. This revolves around the degree of acceptance of the free market and a commitment to welfare; the debate between the 'hand up' versus the 'handout'. - Differences came out in the party over its leader and the direction it was taking. Challenges came from ex-Cabinet members such as Purnell, Hoon, Hewitt and Byers who implied that Brown was 'sleep walking' the party to disaster. - Differences have emerged in the party over its green strategy, the leadership committing to new nuclear generators and a third runway at Heathrow with a concern over the environmental danger that this poses. - Differences have emerged over economic regulation and the pace and style of welfare reform. For example some have questioned the lack of control over the banks; others have questioned the imposition of tuition fees. - Differences have existed in the party over the Iraq war with several key members resigning from the Cabinet. - Differences exist in the party over the approach to civil liberties and the approach to anti-terrorism - As Labour now enters opposition the party is questioning its lack of radicalism or incomplete record over reform, such as the electoral system and Parliament. | |
| <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"> • Ability to analyse and explain the differing ideas and policies within the Labour Party and their extent and relevance. | |
| <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. |

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| No.3c | To what extent are the ideas and policies of the Labour and Conservative parties similar? |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>To an extent the policies and ideas of the Labour and Conservative parties do have considerable similarities.</p> <ul style="list-style-type: none"> - Firstly, the economy, for both parties there is a widespread acceptance of the need for economic growth and a commitment to the operation of a free market. However the Conservative Party has a more radical approach to reducing the current national debt. Labour plans were to half the deficit in 4 years, the Conservatives now want a £6 billion reduction in the current financial year - Disagreement between the two parties emerged over taxation. Inheritance tax would raise to £1 million under Conservative plans. The Conservatives were also opposed to the raising of National Insurance contributions made by employers. - There is agreement over EU membership and a close and 'special relationship' with the US. However the Conservatives are more sceptical of the EU and plan to introduce a Bill which prohibits any further transfer of power to the EU. Furthermore, William Hague as the new Foreign Secretary set off to Washington before he visited EU counterparts. - Both parties are committed to the welfare state and the NHS. However in terms of value for money the Conservatives argue that economies can be made and a better service delivered, they indicated the introduction of payment by results. - Both parties have delivered tough stances on law and order, for instance both wished to increase the number of prison places. However disagreement emerged over elected police commissioners and the attitude to ID cards. - The Labour and Conservative Parties differed in their approach to immigration. Both would not stop immigration but the Conservatives adopted a more restrictive entry criteria for non-EU nationals <p>Numerous other differences and similarities may be referred to over pensions, education, constitutional reform and civil liberties etc. It is clear that both parties are operating in the context of a post-Thatcherite consensus.</p> <p>A reasoned conclusion will be developed which acknowledges both sides to the 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 |

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| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> • Ability to analyse and explain the importance and relevance of both parties and their policies and ideas • Ability to evaluate the question set and deliver a considered conclusion. | |
| <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. |
| A03 | Communication and coherence |
| Appropriate vocabulary in this question may include terms such as bi-partisan, free market, consensus politics, conviction politics 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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| No.4a | Outline two functions of an election. |
| Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>) | |
| <p>Elections can be said to serve many functions in a democratic context.</p> <ul style="list-style-type: none"> • They are a means by which citizens can participate in society. In a representative democracy voting is a crucial link in the participative process • Elections have a representative function. Constituents are represented by their geographically based MP and in a national sense the parties represent the nature of political opinion in the country. • They function to provide a government. Following a General Election a government will be formed. In May 2010 the elections produced a coalition government. • They are a method of conferring legitimacy on government and politicians. A new administration will claim a mandate to act based on victory in the preceding election. • They are a means of holding a resident government to account. In 1997 and to an extent in May 2010 the incumbent governments were rejected by a majority of the electorate. | |
| AO1 | Knowledge and understanding |
| <ul style="list-style-type: none"> • 1 mark for a function accurately identified • Up to 3 marks for a more detailed or developed description of a function depicting comprehensive knowledge and understanding. | |

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| No. 4b | Explain three advantages of the '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>The first past the post system (fptp) can be said to have many advantages some of which include:</p> <ul style="list-style-type: none"> - It allows for a close constituency representation, providing a visible link between an individual and a region. - It offers a clear and unambiguous choice at the ballot box. - It is a simple to use system causing little in the way of voter confusion. It is also swift to produce a constituency result. - It is a system which keeps at bay extremist parties for getting as foothold in the political system and gaining undue influence - It is a system that brings strong government to power as usually one party can secure office and introduce its manifesto pledges - Governments elected by fptp are normally stable and cohesive, able to serve a full term, the recent Conservative/Liberal Democrat coalition is an exception here. | |
| <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"> • Ability to analyse and explain the advantages of fptp | |
| <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. |

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| No.4c | Make out a case in favour of the introduction of proportional representation for Westminster elections. |
| A01 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>Proportional representation (PR) is a generic term which refers to a range of electoral systems which attempt to make a close correlation between the percentage votes that are cast to a corresponding percentage of seats allocated. If a system of PR were introduced it is alleged that it would deliver many benefits for Westminster elections.</p> <ul style="list-style-type: none"> - It can be said to increase participation as more people will vote knowing that their vote counts and will make a difference. On this basis elected representative and governments can increase their democratic legitimacy. It is alleged that participation rates may not rise but legitimacy credentials certainly will. - PR will improve the representation of parties thwarted under fptp currently at Westminster. A broader and more accurate range of parties increases democracy by allowing all shades of opinion some level of representation. Thresholds could be introduced to make the system effective and eliminate racist or other extremist parties. - If a coalition government arises and this is a clear possibility of PR for Westminster then this is to be favoured. Coalitions introduce compromise and promote consensus, evidence of this is now apparent. - Fair representation is well worth pursuing by introducing PR for Westminster. It is laudable to sacrifice strong government for accurate representation as a principle in its own right. Some coalition governments under PR can claim the support of at least 50% of the electorate. - PR for Westminster will make the governments more accountable to the legislature, thus avoiding accusations of elective dictatorship. - Differing systems of PR all have certain alleged benefits and some may be more easily adopted for Westminster than others | |
| Level 3 6-8 Marks | Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 2 3-5 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 |

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| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> • Ability to analyse and explain the suggested ways by which PR will advance representation at Westminster. • Ability to evaluate the possible and realistic outcomes of PR at Westminster. | |
| Level 3 6-9 Marks | Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| Level 2 4-5 Marks | Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| Level 1 0-3 Marks | Limited 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 apathy, marginal seats safe seats and democratic deficit 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 |

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