

# Mark Scheme (Results)

June 2011

GCE Government & Politics 6GP01  
People & Politics

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

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| <b>No.1a</b>  | <b>Outline the key features of a referendum.</b> |
| Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge</i> )   |  |
| <p>Referendums have several key features, These include:</p> <ul style="list-style-type: none"> <li>• They are a popular vote on a an issue of public policy</li> <li>• They are examples of direct democracy</li> <li>• They may be either binding or advisory (in the UK they are affected by Parliamentary Sovereignty)</li> </ul> |  |
| <b>A01</b>  | <b>Knowledge and understanding</b>               |
| <ul style="list-style-type: none"> <li>• <b>1 mark for</b> each feature accurately identified.</li> <li>• <b>Up to 3 marks for</b> a more detailed or developed description <b><i>of a particular feature</i></b>, which shows an expansive, comprehensive knowledge and understanding.</li> </ul>                                    |  |

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| <b>No. 1b</b>   | <b>Apart from referendums, explain three ways in which democracy in the UK could be improved.</b>   |
| <b>AO1</b>  | <b>Knowledge and understanding</b>  |
| Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )   |   |
| <p>There have been many suggestions apart from referendums by which democracy in the UK could be improved. These include:</p> <ul style="list-style-type: none"> <li>▪ Changing the Westminster voting system from FPTP to some form of proportional representation</li> <li>▪ Lowering the voting age to 16</li> <li>▪ Introducing compulsory voting so that turnout increases.</li> <li>▪ Introducing the use of e-democracy</li> </ul> |   |
| <b>Level 3<br/>5-7 Marks</b>  | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.   |
| <b>Level 2<br/>3-4 Marks</b>  | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.  |
| <b>Level 1<br/>0-2 Marks</b>  | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.   |
| <b>AO2</b>  | <b>Intellectual skills</b>  |
| <b>Intellectual skills relevant to this question</b>  |   |
| <ul style="list-style-type: none"> <li>• Ability to evaluate and explain the different ways by which democracy could be improved.</li> </ul>  |   |
| <b>Level 3<br/>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<br/>2 Marks</b>  | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.  |
| <b>Level 1<br/>1 Mark</b>   | 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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| <b>No. 1c</b>  | <b>To what extent does democracy in the UK suffer from a 'participation crisis'?</b>  |
| <b>AO1</b>   | <b>Knowledge and understanding</b>  |
| Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )  |   |
| <p>In recent years concern has arisen that the UK is suffering from a 'participation crisis' and there have been rising concerns that the body politic lacks health and engagement of the public. Evidence that a participation crisis is apparent is based on some of the following:</p> <ul style="list-style-type: none"> <li>○ Turnout over the past 3 general elections has been significantly lower than the average between 1945 and 1997.</li> <li>○ Political party membership has fallen significantly in the last 50 years with now fewer than 1% of the public being members of political parties.</li> </ul> <p>Counter arguments could include the following:</p> <ul style="list-style-type: none"> <li>○ Turnout levels in general elections have risen from 59% in 2001 to 65% in 2010.</li> <li>○ While participation related to voting and parties may have fallen, the number and membership of pressure groups, especially promotional groups, has significantly increased, as has involvement in protest politics. This suggests that the nature of participation may have changed, rather than that overall participation has declined.</li> </ul> <p>Both sides of this debate will require reference and discussion before a conclusion is offered.</p> |   |
| <b>Level 3<br/>6-8 Marks</b>   | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| <b>Level 2<br/>3-5 Marks</b>   | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.  |
| <b>Level 1<br/>0-2 Marks</b>   | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |

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| <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 implications of falling participation rates.</li> <li>• Ability to evaluate the problems and consequences of declining participation rates.</li> </ul> |   |
| <b>Level 3<br/>6-9 Marks</b>   | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| <b>Level 2<br/>4-5 Marks</b>   | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.  |
| <b>Level 1<br/>0-3 Marks</b>   | Very poor to weak 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 voter apathy, active citizenship, legitimacy and other relevant and illustrative terminology.  |   |
| <b>Level 3<br/>6-8 Marks</b>   | Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.   |
| <b>Level 2<br/>3-5 Marks</b>   | Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.  |
| <b>Level 1<br/>0-2 Marks</b>   | Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.   |

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| <b>No.2a</b>   | <b>Using examples, distinguish between promotional and sectional pressure groups.</b> |
| Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge</i> )  |   |
| <p>The differences between promotional groups (PGs) and sectional groups (SGs) include the following:</p> <ul style="list-style-type: none"> <li>• PGs seek to advance ideas, ideals or political causes, whereas SGs aim to advance or defend interests</li> <li>• PGs are concerned with the well being of others or society in general whereas SGs are concerned with the well being of their own members.</li> <li>• PGs have an open membership, whereas SG membership is restricted to people in particular occupations, professions or positions.</li> <li>• Examples of SGs include the National Union of Teachers, the Law Society and the Confederation of British Industry, whereas examples of PGs include Greenpeace, Shelter and Oxfam.</li> </ul> |   |
| <b>AO1</b>   | <b>Knowledge and understanding</b>  |
| <ul style="list-style-type: none"> <li>• <b>1 mark for</b> each distinction accurately identified</li> <li>• <b>Up to 3 marks for</b> a more detailed or developed description <b><i>of a particular distinction</i></b> which shows an expansive, comprehensive knowledge and understanding.</li> <li>• A maximum of three marks is possible if no example is provided.</li> </ul>  |   |



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| <b>No. 2b</b>   | <b>How and why do pressure groups influence public opinion?</b>   |
| <b>A01</b>  | <b>Knowledge and understanding</b>  |
| Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )   |   |
| <p>Pressure groups influence public opinion by a range of methods including the following:</p> <ul style="list-style-type: none"> <li>• Protests and demonstrations</li> <li>• Petitions and internet websites</li> <li>• Use of experts and specialists and educational material</li> </ul> <p>They use these methods for a variety of reasons, including the following:</p> <ul style="list-style-type: none"> <li>• To educate the public and build popular support for their cause or goals</li> <li>• To influence government policy indirectly through popular, and therefore electoral, pressure.</li> </ul> |   |
| <b>Level 3</b><br><b>5-7 Marks</b>  | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.   |
| <b>Level 2</b><br><b>3-4 Marks</b>  | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.  |
| <b>Level 1</b><br><b>0-2 Marks</b>  | Very poor to weak 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 differing factors which influence the public.</li> </ul>  |   |
| <b>Level 3</b><br><b>3 Marks</b>  | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| <b>Level 2</b><br><b>2 Marks</b>  | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.  |
| <b>Level 1</b><br><b>1 Mark</b>   | 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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| <b>No.2c</b>  | <b>Is pressure group politics in the UK better described as pluralist or elitist?</b>                                       |
| <b>A01</b>  | <b>Knowledge and understanding</b>  |
| Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )   |   |
| <p>Pluralism is a theory that political power is widely distributed in society.</p> <ul style="list-style-type: none"> <li>• Pressure groups thus act as agents to assist this distribution and government is responsive to a wide range of causes and interests.</li> <li>• All citizens have open access to membership of pressure groups.</li> </ul> <p>Elitism is the theory that power is concentrated and not evenly distributed.</p> <ul style="list-style-type: none"> <li>• Some pressure groups have more power and influence than others.</li> <li>• Economic groups are commonly seen as more powerful than other groups, especially business groups.</li> <li>• It may be that some pressure groups have insufficient power as a result of finance or poor leadership.</li> <li>• Governments are not neutral arbiters who listen to all pressure groups but rather selective bodies who have an agenda of their own., preferring some groups to others.</li> </ul> <p><b>Both sides of the debate should be addressed and a conclusion reached on the basis of empirical evidence of pressure group politics in the UK.</b></p> |   |
| <b>Level 3<br/>6-8 Marks</b>  | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| <b>Level 2<br/>3-5 Marks</b>  | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.  |
| <b>Level 1<br/>0-2 Marks</b>  | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |

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| <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 pressure groups promoting both political theories.</li> <li>• Ability to evaluate the contemporary context in the UK and how pressure groups influence political activity.</li> </ul> |   |
| <b>Level 3<br/>6-9 Marks</b>   | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| <b>Level 2<br/>4-5 Marks</b>   | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.  |
| <b>Level 1<br/>0-3 Marks</b>   | Very poor to weak 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 pluralism, elitism, policy formulation and policy making amongst other pertinent political terminology.  |   |
| <b>Level 3<br/>6-8 Marks</b>   | Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.   |
| <b>Level 2<br/>3-5 Marks</b>   | Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.  |
| <b>Level 1<br/>0-2 Marks</b>   | Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.   |

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| <b>No.3a</b>  | <b>What is meant by consensus politics?</b> |
| Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge</i> )   |   |
| <p>A consensus being a general agreement that nevertheless allows for disagreement on matters of emphasis or detail. Consensus politics refers to a form of politics in which major political parties subscribe to broadly similar or overlapping goals and principles, but by no means rules out all forms of policy disagreement.</p> |   |
| <b>A01</b>  | <b>Knowledge and understanding</b>          |
| <ul style="list-style-type: none"> <li>• <b>1 mark for</b> relevant detail</li> <li>• <b>Up to 3 marks for</b> a more detailed or developed point which shows expansive, comprehensive knowledge and understanding.</li> </ul>  |   |

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| <b>No. 3b</b>  | <b>Has consensus politics become more or less evident in the UK since May 2010?</b>   |
| <b>AO1</b>   | <b>Knowledge and understanding</b>  |
| Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )  |   |
| <p>May 2010 saw the formation of the coalition government between the Conservatives and the Liberal Democrats.</p> <p>Evidence that consensus politics is now more evident include</p> <ul style="list-style-type: none"> <li>• Two political parties have agreed to modify their ideas and policies to become partners in government.</li> <li>• This has meant that the Liberals have accepted the spending cuts in the first year and that the Conservatives have accepted the increase in tax thresholds. A range of examples of this consensus may be cited</li> <li>• All political parties accept the need to cut public spending both the coalition parties and the official opposition</li> </ul> <p>Evidence that consensus politics is less evident include</p> <ul style="list-style-type: none"> <li>• There are strains within the governing coalition on issues such as the NHS and constitutional reform. Added to the strains with the rejection of the referendum on AV in May 2011</li> <li>• The official opposition Labour have and are developing policy alternatives to those of the coalition and include amongst other things a rejection of the immediate and substantial spending cuts which have been imposed.</li> </ul> <p>Level 3 can be attained by making three points where consensus has become more evident or less evident. Level 3 is also possible by three points arising from a combination of the two.</p> |   |
| <b>Level 3<br/>5-7 Marks</b>   | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| <b>Level 2<br/>3-4 Marks</b>   | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.  |
| <b>Level 1<br/>0-2 Marks</b>   | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |

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| <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 evidence for or against consensus politics in the UK.</li> </ul> |   |
| <b>Level 3<br/>3 Marks</b>   | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| <b>Level 2<br/>2 Marks</b>   | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.  |
| <b>Level 1<br/>1 Mark</b>  | 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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| <b>No.3c</b>  | <b>To what extent are the major UK parties internally united over ideas and policies?</b> |
| <b>AO1</b>  | <b>Knowledge and understanding</b>  |
| Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )   |   |
| <p>There is evidence that the major parties are united over ideas and policies. Evidence of the Labour Party being united on ideas and policies include the following:</p> <ul style="list-style-type: none"> <li>• They are committed to the reduction of public spending and curbing governmental borrowing</li> <li>• In the final stages of the previous Labour government there were few major rift inside the party over ideas and policies, there may have been some minor dissatisfaction with Gordon Brown personally but there was unity over the manifesto and its contents</li> <li>• 'Old' Labour views have been marginalised.</li> </ul> <p>The Conservative Party is united on ideas and policies in a number of ways including the following:</p> <ul style="list-style-type: none"> <li>• There is a well founded acceptance of the need to cut public spending and reduce governmental debt</li> <li>• There is an acceptance of the cautious way in by which David Cameron has straddled the one nation v Thatcherite elements in the party in a pragmatic manner</li> <li>• The party is united in its attitude over a range of policy options including the EU and foreign policy</li> </ul> <p>The Liberal Democratic Party is united on ideas and policies in some of the following ways:</p> <ul style="list-style-type: none"> <li>• The party accepted as a consequence of sharing power that they had to modify and abandon some of their manifesto pledges to share power</li> <li>• The party remains united and committed to achieve constitutional reform</li> <li>• Despite the result of the referendum the party remains committed to electoral reform</li> </ul> <p>However despite this evidence can still be presented which shows disunity within parties over ideas and policies.</p> <p>Evidence that the Labour Party is disunited on ideas and policies include the following:</p> <ul style="list-style-type: none"> <li>• Some sections of the party is now beginning to question some of the new Labour ideas and policies such as the entry into the Iraq war</li> <li>• The party is split over how it should react and position itself to cuts in public spending</li> </ul> <p>The Conservative Party is disunited on ideas and policies in some of the following ways:</p> <ul style="list-style-type: none"> <li>• Tension remains with the one nation v Thatcherite elements</li> <li>• Tension is emerging with the party over the coalition agreement with the Liberal Democrats</li> </ul> <p>The Liberal Democratic Party is disunited on ideas and policies in some of the following ways:</p> <ul style="list-style-type: none"> <li>• Some in the party are questioning how far the ideas and policies of the party have been abandoned to achieve becoming a partner in the coalition</li> <li>• A rift is growing between the parliamentary party in office and the wider rank and file members.</li> </ul> |   |

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| A wide range of issues which expose unity & disunity can be developed.<br>It is not necessary to mention all three major parties in order to achieve level three  |   |
| <b>Level 3<br/>6-8 Marks</b>  | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.   |
| <b>Level 2<br/>3-5 Marks</b>  | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.  |
| <b>Level 1<br/>0-2 Marks</b>  | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.   |
| <b>A02</b>  | <b>Intellectual skills</b>  |
| Intellectual skills relevant to this question   |   |
| <ul style="list-style-type: none"> <li>• Ability to analyse and explain the elements of unity and disunity within each of the major parties.</li> <li>• Ability to evaluate the nature and scope of the policies and ideas which are a source of unity and those which are a source of disunity.</li> </ul> |   |
| <b>Level 3<br/>6-9 Marks</b>  | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| <b>Level 2<br/>4-5 Marks</b>  | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.  |
| <b>Level 1<br/>0-3 Marks</b>  | Very poor to weak 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 Old Labour/New Labour, One Nation, Thatcherite and other pertinent illustrative terminology.  |   |
| <b>Level 3<br/>6-8 Marks</b>  | Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.   |
| <b>Level 2<br/>3-5 Marks</b>  | Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.  |
| <b>Level 1<br/>0-2 Marks</b>  | Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.   |



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| <b>No.4a</b>  | <b>Distinguish between a mandate and a manifesto.</b> |
| Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge</i> )   |   |
| <p>A manifesto is a document published by a political party in the run up to an election. It outlines, in more or less detail, the policies the party would implement if elected to power.</p> <p>A mandate is an instruction or command that gives authority to a person or body to act in a particular way. A popular or electoral mandate gives a party that has won an election, in the sense of winning majority control of the legislature, the authority to carry out its 'promises', although there may be differences between a policy mandates and the broader idea of a 'mandate to govern'.</p> |   |
| <b>AO1</b>  | <b>Knowledge and understanding</b>                    |
| <ul style="list-style-type: none"> <li>• <b>1 mark for</b> each distinction accurately identified</li> <li>• <b>Up to 3 marks for</b> a more detailed or developed description <b><i>of a particular distinction</i></b> which shows an expansive, comprehensive knowledge and understanding.</li> </ul>  |   |

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| <b>No. 4b</b>  | <b>Explain the workings of three electoral systems used in the UK.</b>  |
| <b>AO1</b>   | <b>Knowledge and understanding</b>  |
| Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )  |   |
| <p>There are numerous types of electoral systems in use in the UK these include:</p> <ul style="list-style-type: none"> <li>• First past the post (FPTP) which is used for Westminster elections. This is a simple plurality system where the winner requires only a plurality of votes in a single member constituency, each voter having only one vote.</li> <li>• For the European Parliament the UK uses the closed party list. Here the UK is split into regions and parties place names on a list and are allocated seats in terms of the % of vote they receive.</li> <li>• For the devolved assemblies in Scotland and Wales and for the members of the GLA the additional member system (AMS) is used. Here the voter casts two votes, one for the constituency based representative and the next from a party lists which servers to add additional members to those elected members. The balance between these differs from different bodies.</li> <li>• The system of single transferable vote (STV) is used for the Northern Ireland Assembly and for elections to local government in Scotland. It is a system of preferential voting where voters rank their preferences in order of choice with the vote eventually registering with a successful candidates. This stem employs multi-member constituencies and relies on the use of a quota.</li> <li>• The system of the Supplementary Vote (SV) is used for elections for the elected mayor in London. The voter has two preferences and can select two candidates in order of preference. On the first count if one person has got 50% of the vote they are declared the victor. If no candidate secure 50% then second preferences are taken into account and the winner is the first to reach the 50% level when their second preferences are allocated.</li> <li>• AV the Alternative Vote, is used extensively by major political parties for selecting their leader. It is a preferential system where a voter ranking their preferences in order.</li> </ul> |   |
| <b>Level 3<br/>5-7 Marks</b>   | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.   |
| <b>Level 2<br/>3-4 Marks</b>   | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.  |
| <b>Level 1<br/>0-2 Marks</b>   | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.   |
| <b>AO2</b>   | <b>Intellectual skills</b>  |
| <b>Intellectual skills relevant to this question</b>   |   |
| <ul style="list-style-type: none"> <li>• Ability to explain various forms of electoral systems.</li> </ul>   |   |
| <b>Level 3<br/>3 Marks</b>   | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| <b>Level 2<br/>2 Marks</b>   | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.  |
| <b>Level 1<br/>1 Mark</b>  | 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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| <b>No.4c</b>  | <b>Should the Westminster electoral system be reformed?</b>  |
| <b>AO1</b>  | <b>Knowledge and understanding</b>   |
| Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )   |  |
| <p>There are a range of arguments which suggest that the Westminster electoral system should be reformed. These include:</p> <ul style="list-style-type: none"> <li>• Poor votes to seats ratio, small parties such as the Liberal Democrats get an unfair return from the number of votes they receive</li> <li>• Fewer than one third of MPs get 50% of the vote in their constituencies</li> <li>• Governments unfairly claim legitimacy when in fact they often only have got about one third of the vote</li> <li>• Under this system few seats actually change hands and the election is won and lost in 20% of the seats contested</li> <li>• The current system gives poor social representation under other electoral systems this improves</li> </ul> <p>However, there are a range of arguments which suggest that the Westminster electoral system should be not reformed. These include:</p> <ul style="list-style-type: none"> <li>• It keeps out extremist parties who may get a foothold and credibility if other systems were used</li> <li>• The recent result of the national referendum proves that there is little public support for the current system to be changed</li> <li>• The current system provides a constituency with an MP and this is an important link in representative democracy which may be lost if PR systems were to be used.</li> <li>• It delivers strong and stable government.</li> <li>• It allows mandate democracy to operate – voters get what they vote for.</li> </ul> <p><b>Both sides of the debate should be addressed and a conclusion reached.</b></p> |  |
| <b>Level 3<br/>6-8 Marks</b>  | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| <b>Level 2<br/>3-5 Marks</b>  | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates  |
| <b>Level 1<br/>0-2 Marks</b>  | Very poor to weak 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 how the current system operates</li> <li>• Ability to evaluate the benefits and drawbacks of the current Westminster electoral system.</li> </ul> |   |
| <b>Level 3<br/>6-9 Marks</b>  | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| <b>Level 2<br/>4-5 Marks</b>  | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.  |
| <b>Level 1<br/>0-3 Marks</b>  | Very poor to weak 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 simple plurality, proportionality, accountability, legitimacy and other pertinent illustrative terminology.   |   |
| <b>Level 3<br/>6-8 Marks</b>  | Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary  |
| <b>Level 2<br/>3-5 Marks</b>  | Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary   |
| <b>Level 1<br/>0-2 Marks</b>  | Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary  |



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