

# Mark Scheme (Results) Summer 2010

GCE

## GCE Government & Politics (6GP03) Paper 3A

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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.

<b>No. 1</b>	<b>How similar are Labour and Conservative tax policies?</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Candidates should demonstrate an awareness that, in many respects, Labour and Conservatives have very similar tax policies; both want to pursue non-punitive taxation policies. In relation to income tax, both favour a simple two-tier taxation system, with the progressive reduction of the lower tier.</p> <p>However, there are also some significant differences.</p> <ul style="list-style-type: none"> <li>• Conservatives have a greater inclination to shift the burden of tax to indirect taxation, such as VAT</li> <li>• Conservatives would scrap taxes that disproportionately affect the wealthy, such as inheritance tax; reducing corporation tax</li> <li>• Conservatives would be more inclined to reduce the higher tier of income tax if there were scope to do so.</li> <li>• The Conservatives have raised capital gains tax at the lower end of the scale</li> <li>• Labour has been prepared to increase national insurance and other taxes to pay for improved public services, whilst Conservatives have frozen council tax.</li> </ul> <p>Responses that fail to detail both similarities and differences cannot access Level 3 marks.</p>	
<b>LEVELS</b>	<b>DESCRIPTORS</b>
<p><i>Level 3</i> (11-15 marks)</p>	<ul style="list-style-type: none"> <li>• Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Good or better ability to analyse and explain political information, arguments and explanations.</li> <li>• Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><i>Level 2</i> (5-10 marks)</p>	<ul style="list-style-type: none"> <li>• Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Sound ability to analyse and explain political information, arguments and explanations.</li> <li>• Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<p><i>Level 1</i> (0-5 marks)</p>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Poor ability to analyse and explain political information, arguments and explanations.</li> <li>• Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li> </ul>

No. 2	Analyse the advantages and disadvantages of increasing the number of students in higher education
Indicative content ( <i>this is not an exhaustive account of relevant points</i> )	
<p>The former Labour government pursued a policy of aiming for a 50% target for the number of school-leavers going on to University. The arguments for this goal are:</p> <ul style="list-style-type: none"> <li>• In an increasingly globalised economy, with low-skill jobs being exported to developing nations, young people need higher levels of skills than were needed in the past.</li> <li>• Under these circumstances, more people need degrees than was previously the case and the education sector should reflect this.</li> <li>• Higher education should be available to all young people, irrespective of their social background, as part of a programme of equality of opportunity for all.</li> </ul> <p>The target has met with a number of criticisms, including:</p> <ul style="list-style-type: none"> <li>• The specific target appears arbitrary and has never been specifically justified: why not 40% or 60%?</li> <li>• With the current economic crisis, can an expansion at HE level be afforded?</li> <li>• Will all the additional graduates be useful to the economy, as anticipated by the policy? Will there be a surplus of graduates within the economy?</li> <li>• Will so many additional graduates be of the standard traditionally associated with having a degree? The credibility of their degrees has also been questioned.</li> </ul> <p>Responses that fail to detail both advantages and disadvantages cannot access Level 3 marks.</p>	
LEVELS	DESCRIPTORS
<p><i>Level 3</i> (11-15 marks)</p>	<ul style="list-style-type: none"> <li>• Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Good or better ability to analyse and explain political information, arguments and explanations.</li> <li>• Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><i>Level 2</i> (5-10 marks)</p>	<ul style="list-style-type: none"> <li>• Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Sound ability to analyse and explain political information, arguments and explanations.</li> <li>• Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<p><i>Level 1</i> (0-5 marks)</p>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Poor ability to analyse and explain political information, arguments and explanations.</li> <li>• Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li> </ul>

No. 3	How, and why, has the principle that health care should be provided 'free at the point of use' been under threat?
Indicative content ( <i>this is not an exhaustive account of relevant points</i> )	
<p>Traditionally, it has been the case that most NHS treatments have been free. However:</p> <ul style="list-style-type: none"> <li>• In England, all working adults have to pay the prescription charge</li> <li>• Many advanced procedures and modern drugs are not available on the NHS, or are at the discretion of the local health authority ('post-code lottery')</li> <li>• In England and Wales, nursing care at home is provided by local authorities that charge for the service</li> <li>• Opticians and dentists charge for most services.</li> </ul> <p>Possible reasons for the increased introduction of charges include:</p> <ul style="list-style-type: none"> <li>○ The increased range of medical treatments now available</li> <li>○ The aging population, and thus increasing cost of providing healthcare</li> <li>○ The ideological desire to create a more market-based healthcare system.</li> <li>○ The economic crisis and increased levels of (expensive) bureaucracy have jeopardised free health care</li> </ul> <p>Responses that fail to address both parts of the question cannot access Level 3 marks.</p>	
LEVELS	DESCRIPTORS
<p><i>Level 3</i> (11-15 marks)</p>	<ul style="list-style-type: none"> <li>• Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Good or better ability to analyse and explain political information, arguments and explanations.</li> <li>• Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><i>Level 2</i> (5-10 marks)</p>	<ul style="list-style-type: none"> <li>• Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Sound ability to analyse and explain political information, arguments and explanations.</li> <li>• Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<p><i>Level 1</i> (0-5 marks)</p>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Poor ability to analyse and explain political information, arguments and explanations.</li> <li>• Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li> </ul>

No. 4	Explain the arguments for and against the wider use of custodial sentences and longer prison terms.
Indicative content ( <i>this is not an exhaustive account of relevant points</i> )	
<p>Candidates should demonstrate an awareness that a “hard-line” approach to sentencing policy has been supported by a range of arguments, including:</p> <ul style="list-style-type: none"> <li>• Tough policies can serve as a deterrent</li> <li>• They are a statement of the population’s strong opposition to crime</li> <li>• They remove criminals from the wider population</li> <li>• They are a form of retribution</li> <li>• Community sentences are perceived as ‘getting away with it’</li> </ul> <p>The counter-arguments include the following points:</p> <ul style="list-style-type: none"> <li>• Long sentences often do not include rehabilitation and drug-treatment services.</li> <li>• Prison often serves as a school of crime, especially for young people serving relatively short sentences for whom there are few rehabilitation programmes.</li> <li>• Reoffending rates for people given community sentences are significantly lower than for offenders sentenced to prison.</li> <li>• A very high proportion of people in jail are either drug addicts, mentally ill or illiterate and that prison does nothing to equip them to lead a law-abiding life when they are released.</li> </ul> <p>Responses that fail to give both arguments for and against cannot access Level 3 marks.</p>	
LEVELS	DESCRIPTORS
<p><i>Level 3</i> (11-15 marks)</p>	<ul style="list-style-type: none"> <li>• Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Good or better ability to analyse and explain political information, arguments and explanations.</li> <li>• Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><i>Level 2</i> (5-10 marks)</p>	<ul style="list-style-type: none"> <li>• Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Sound ability to analyse and explain political information, arguments and explanations.</li> <li>• Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<p><i>Level 1</i> (0-5 marks)</p>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Poor ability to analyse and explain political information, arguments and explanations.</li> <li>• Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li> </ul>

<b>No. 5</b>	<b>To what extent has the Conservative Party become a 'green' party?</b>
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**Indicative content (*this is not an exhaustive account of relevant points*)**

Candidates are expected to recognise that since David Cameron became leader of the Conservative Party, he has overhauled their approach to the environment to both put a low carbon economy at the heart of the party's policies and to promote the impression of a more caring party (even making a green tree the party's logo). Does this make the party 'green'?

Without question, the party has become 'greener' than before; when environmental measures were mainly judged by their impact on the competitiveness of business and industry and all tax measures, including environmental taxes, were shunned. The party now offers a vision of the use of renewable energy, the promotion of green technologies limiting airport expansion and increasing taxes on polluters.

However, critics have pointed out that grass-roots Conservatives have been in the forefront of campaigns against wind farms, and that where there is a conflict between environmental measures and the interests of industry, the Conservatives have sometimes sent out mixed messages.

Moreover, committed environmentalists and the Green Party argue that it is not possible to reverse damage to the environment and favour continued economic growth at the same time, and that all mainstream parties that are committed to growth are being dishonest when they claim to be 'green'.

- Responses that fail to detail both sides of the argument cannot access Level 3 marks.

LEVELS	DESCRIPTORS
<i>Level 3</i> (11-15 marks)	<ul style="list-style-type: none"> <li>• Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Good or better ability to analyse and explain political information, arguments and explanations.</li> <li>• Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<i>Level 2</i> (5-10 marks)	<ul style="list-style-type: none"> <li>• Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Sound ability to analyse and explain political information, arguments and explanations.</li> <li>• Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<i>Level 1</i> (0-5 marks)	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Poor ability to analyse and explain political information, arguments and explanations.</li> <li>• Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li> </ul>



No. 6	'The Labour government's response to the economic crisis of 2008 was reckless and irresponsible.' Discuss
Indicative content ( <i>this is not an exhaustive account of relevant points</i> )	
<p>Labour's approach to the very sharp turndown of 2008-9 was a largely Keynesian one. They spent very heavily to save financial institutions on the point of collapse, followed by a massive stimulus package and VAT reductions to stimulate demand, as well as specific programmes of support for key sectors, such as the scrappage scheme for the car industry. Keynesians believe this will stimulate growth allowing the economy to emerge from recession, and would also preserve jobs and services - thus protecting both economic growth and people's livelihoods.</p> <p>Others, for instance, the initial Liberal Democrat position, broadly supported the Keynesian approach as responsible, but would have gone further in response to the initial crisis affecting the banking sector, taking into public ownership the institutions that were insolvent.</p> <p>More neo-liberal positions, such as that of many Conservatives, initially supported the financial support and stimulus package to save the banking sector, but then offered a critique by arguing that high levels of government spending were creating a budget deficit that is now a huge burden on present and subsequent generations. They believe that a more responsible approach is reducing public spending and lowering taxes, and these are more likely to deliver an economic revival, a reduced deficit and lower debt burden.</p> <p>Some neo-liberals believe that the failed banks should have been allowed to collapse, thus allowing much reduced borrowing by the government and ultimately creating a more competitive financial sector. Opponents of this would identify the damage this would have caused to individuals and businesses as reckless and irresponsible.</p>	
AO1	Knowledge and understanding
Level 3 (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<b>AO2</b>	<b>Intellectual skills</b>
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> <li>• Ability to analyse and explain viewpoints on a Keynesian approach to the economic crisis</li> <li>• Ability to evaluate the strengths and weaknesses of the arguments</li> </ul>	
<i>Level 3</i> (9-12 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> (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 1</i> (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<b>AO2</b>	<b>Synoptic skills</b>
<i>Level 3</i> (9-12 marks)	Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
<i>Level 2</i> (5-8 marks)	Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
<i>Level 1</i> (0-4 marks)	Limited ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions

<b>AO3</b>	<b>Communication and coherence</b>
<i>Level 3</i> (7-9 marks)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-3 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 7	To what extent have law and order policies, since 1997, eroded traditional freedoms in the UK?
Indicative content ( <i>this is not an exhaustive account of relevant points</i> )	
<p>Candidates should demonstrate an awareness that there are a range of views on this question, including:</p> <p>The view of those whose main concern is security, such as much of the Labour government and many Conservatives, is that all measures to combat crime and terrorism are justified by the greater quality of life created within communities and the increased security enjoyed by citizens. The threat of increased crime and the threat of terrorism warrant greater police powers and imprisoning more people. This has not eroded traditional freedoms, but led to a greater level of security and freedom from the dangers of crime and terrorism.</p> <p>This view is opposed by those more concerned about civil liberties, such as the Liberal Democrats, Liberty and some Conservatives. Massive increases in state surveillance, ID cards, ASBOs, DNA databases, new police powers to impose punishments (on the spot fines) and limit personal movements, as well as draconian anti-terrorism powers, including detention without trial, have severely eroded traditional liberties in the UK. They believe that the protection of liberty is incompatible with the security measures taken. For some, there should also be greater social awareness of the factors that cause crime.</p>	
AO1	Knowledge and understanding
<i>Level 3</i> (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<b>AO2</b>	<b>Intellectual skills</b>
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> <li>• Ability to analyse and explain viewpoints on the relationship between security and liberty</li> <li>• Ability to evaluate the strengths and weaknesses of the arguments</li> </ul>	
<i>Level 3</i> (9-12 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> (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 1</i> (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<b>AO2</b>	<b>Synoptic skills</b>
<i>Level 3</i> (9-12 marks)	Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
<i>Level 2</i> (5-8 marks)	Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
<i>Level 1</i> (0-4 marks)	Limited ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions

<b>AO3</b>	<b>Communication and coherence</b>
<i>Level 3</i> (7-9 marks)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-3 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 8	'The UK government has failed to meet the challenge of climate change.' Discuss.
Indicative content ( <i>this is not an exhaustive account of relevant points</i> )	
<p>Candidates should recognise that there are a range of approaches as to whether recent UK governments have met the challenge of climate change.</p> <p>Labour claims to have promoted “green jobs” that will both reduce the reliance on fossil fuels and promote conservation (such as installing home insulation) while investing in new green technologies and renewable energy such as wind power. There have also been attempts to promote greater use of public transport. The UK’s Kyoto emissions targets were also met.</p> <p>However, environmentalist opponents argue that they have proved reluctant to impose measures that will reduce the use of fossil fuels, such as making air and road travel much more expensive. Thus, fossil fuels still provide a large proportion of the UK’s energy for the foreseeable future. There has not been enough emphasis on conserving energy, thereby preventing the country from reducing its overall need for energy production. In addition, the government failed to help reach any form of agreement at Copenhagen.</p> <p>Further, the Green Party and environmental pressure groups have long questioned whether traditional commitments to economic growth are compatible with effective measures to address global warming, and advocate re-orienting the economy to invest heavily in renewable energy, energy efficiency, public transport, waste management and insulation of private and public buildings, paid for by punitive taxes on polluters such as the airline and petro-chemical industries. Until the government adopts this approach, it will fail to effectively tackle climate change.</p>	

<b>AO1</b>	<b>Knowledge and understanding</b>
<i>Level 3</i> (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>AO2</b>	<b>Intellectual skills</b>
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> <li>• Ability to analyse and explain viewpoints on the appropriate balance between renewable energy, conservation and traditional fossil fuels</li> <li>• Ability to evaluate the strengths and weaknesses of the arguments</li> </ul>	
<i>Level 3</i> (9-12 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> (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 1</i> (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences



<b>AO2</b>	<b>Synoptic skills</b>
<i>Level 3</i> (9-12 marks)	Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
<i>Level 2</i> (5-8 marks)	Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
<i>Level 1</i> (0-4 marks)	Limited ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions
<b>AO3</b>	<b>Communication and coherence</b>
<i>Level 3</i> (7-9 marks)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-3 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

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