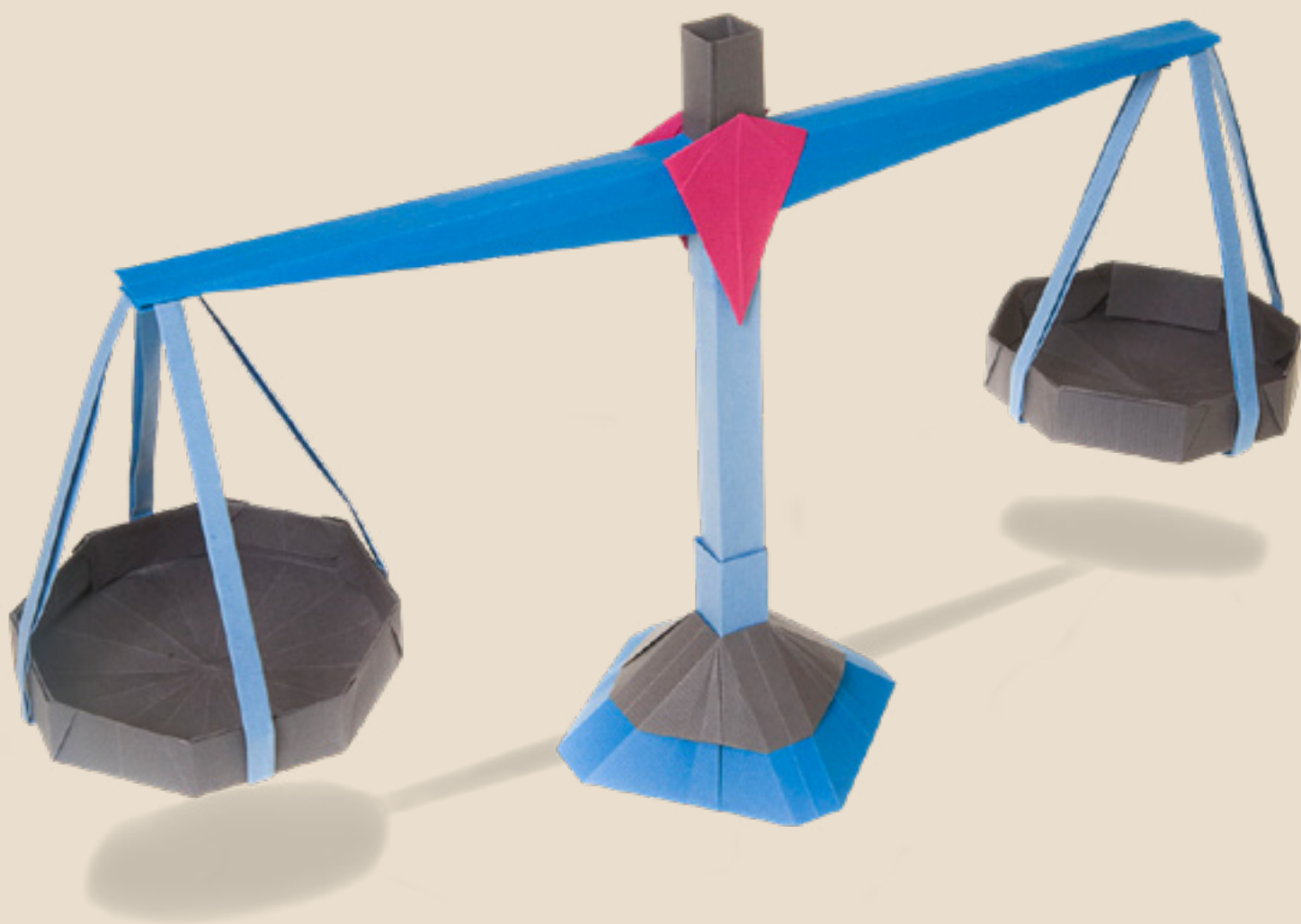


AS Politics



Sample Assessment Materials

Pearson Edexcel Level 3 Advanced Subsidiary GCE in Politics (8PL0)

First teaching from September 2017

First certification from 2018

Issue 2

Edexcel, BTEC and LCCI qualifications

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Summary of Pearson Edexcel Level 3 GCE AS level Politics sample assessment materials Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
<p>Paper 1/Paper 2 question papers</p> <p>The sources in questions 2 and 3 have been taken out of the question paper and put into separate source booklets. The question rubrics have been updated to reflect this change.</p>	<p>5-7, 14, 16 37-39, 46, 48</p>
<p>Mark scheme updates</p> <p>Minor changes have been made to the indicative content to correct out-of-date information or grammatical errors:</p> <p>Paper 2</p> <p>Question 1(a) indicative content:</p> <ul style="list-style-type: none"> • the bullet point that refers to European law has been removed <p>Question 4(a) indicative content:</p> <ul style="list-style-type: none"> • updates made so that the Supreme Court is referred to consistently in the singular as '<i>it</i>' instead of '<i>they</i>'. 	<p>57 63-64</p>

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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Introduction

The Pearson Edexcel Level 3 Advanced Subsidiary GCE in Politics is designed for use in schools and colleges. It is part of a suite of AS/A Level qualifications offered by Pearson.

These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take.

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than be penalised for omissions.
- Examiners should mark according to the mark scheme – not according to their perception of where the grade boundaries may lie.
- 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/indicative content will not be exhaustive. However, different examples of responses will be provided at standardisation.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, a senior examiner must be consulted before a mark is given.
- Crossed-out work should be marked **unless** the candidate has replaced it with an alternative response.

Marking guidance for levels-based mark schemes

How to award marks

The indicative content provides examples of how students will meet each skill assessed in the question. The levels descriptors and indicative content reflect the relative weighting of each skill within each mark band. Confirmation of the marks assigned to Assessment Objectives is provided at the top of each mark scheme. This has been provided to further reflect the balance between the assessment objectives as described in the relevant level descriptors.

Capping statements

Where applicable and to ensure that candidates are awarded marks for fully meeting the requirements of the question, additional capping statements have been indicated in the mark schemes. Such statements indicate where and how candidates will be limited in their achievement if they fail to fully address the requirements of the question. For instance, where questions require candidates to refer to 'thinkers' or 'engaging with sources'.

Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance. Statements relating to the treatment of students who do not fully meet the requirements of the question are also shown in the indicative content section of each levels based mark scheme. These statements should be considered alongside the levels descriptors.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- if it meets the requirements fully, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- if it only barely meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- the middle marks of the level are used for answers that have a reasonable match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

When a candidate has produced an answer that displays characteristics from more than one level, examiners must use their professional judgement to decide what level should be awarded.

Pearson Edexcel Level 3 GCE

Sample assessment material for first teaching
September 2017

Time: 1 hour 45 minutes

Paper Reference **8PL0/01**

Politics

Advanced Subsidiary

Paper 1: UK Politics

Source Booklet

Do not return this Booklet with the question paper.

Turn over ►

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Source 1 is adapted from a report published by the Electoral Reform Society – an independent campaigning organisation working to champion the rights of voters and build a better democracy in Britain. The report reflects on the outcomes of the 2015 General Election.

Source 1

The first past the post (FPTP) system is out of date and unfit for purpose. The system cannot cope with the choices voters are making in this multi-party era. People are choosing to vote for a wider range of parties and our electoral system should be able to reflect that in the composition of Parliament.

Millions of voters are angry with a system that marginalises their views. Nearly half a million people signed petitions calling for electoral reform in the fortnight after the election – petitions which were handed in to 10 Downing Street by representatives from five political parties. 2015 must be the last General Election under our broken voting system, a system which is artificially dividing the UK by exaggerating political differences and leaving millions of voters without representation; in effect their votes are wasted.

Multi-party politics looks firmly established in the UK and yet we continue to use an electoral system designed for a time when just two political parties shared nearly all the votes; a situation that has not existed in the UK for decades. We need a system where everyone's vote can count, and which ensures MPs are returned to Parliament with the backing of their constituents.

(Source: adapted from *The 2015 General Election: A voting system in crisis*, Jess Garland & Chris Terry)

Source 2 is adapted from a House of Lords Select Committee on the Constitution report from 2009–2010 called 'Referendums in the United Kingdom'. It is taken from a section called 'Memorandum by Unlock Democracy'. This is an organisation that supports referendums and exists to put power in the hands of the people, as they believe a vibrant, inclusive democracy makes everyone's lives better.

Source 2

Referendums strengthen popular sovereignty by giving people a voice. A change endorsed in a referendum is hard to repeal.

Referendums are ideal for constitutional issues by ensuring that constitutional changes, such as devolution, have time to establish themselves rather than being subject to immediate repeal by a change of government. They create a public space for political discourse so there is often a degree of consensus about the outcome.

Referendums are popular with the public as they are seen as a fair way of resolving difficult or significant decisions. There is a widespread support that governments should make greater use of referendums. Referendums trigger public education campaigns and help to counteract the prevailing sense of cynicism and powerlessness.

Source 3 is compiled from adapted information from the same report and other information sources and gives data for a range of UK referendums.

Source 3

Referendum	Yes	No	Turnout
1975 Should the UK remain in the EEC (later termed the EU)?	67.2%	32.8%	64%
1997 Devolution for Scotland	74.3%	25.7%	60.2%
1997 Devolution for Wales	50.3%	49.7%	50.1%
2011 Should AV replace first past the post?	32.1%	67.9%	42.2%
2016 Should the UK remain in the EU?	48.1%	51.9%	72.2%

(Source 2 and 3: from www.publications.parliament.uk – used under Open Parliament Licence v3.0.)

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel
Level 3 GCE**

Centre Number

Candidate Number

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**Sample assessment material for first teaching
September 2017**

Time: 1 hour 45 minutes

Paper Reference **8PL0/01**

Politics

Advanced Subsidiary

Paper 1: UK Politics

You must have:

Source booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are **three** sections and you must answer **four** questions:
 - in Section A answer **either** Question 1(a) **or** 1(b)
 - in Section B answer **both** Question 2 **and** Question 3
 - in Section C answer **either** Question 4(a) **or** 4(b).
- Answer the questions in the spaces provided
 - *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
 - *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Answer EITHER Question 1(a) OR Question 1(b).

EITHER

1 (a) Describe the main features of representative democracy in the UK today. (10)

OR

(b) Describe the main functions of political parties in the UK today. (10)

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1(a)** ☒ **Question 1(b)** ☒

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TOTAL FOR SECTION A = 10 MARKS

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SECTION B

Answer BOTH Question 2 AND Question 3.

Read Source 1 on page 2 of the source booklet before answering Question 2 in the space provided.

- 2** Using the source, explain the problems which arise from using the first past the post system for General Elections.

*In your response you must use knowledge and understanding to analyse points that are only in the source. You will **not** be rewarded for introducing any additional points that are not in the source.*

(10)

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(Total for Question 2 = 10 marks)

Read Sources 2 and 3 on page 3 of the source booklet before answering Question 3 in the space provided.

3 Using the sources, assess whether the use of referendums can be contested.

In your response you must compare and contrast similarities and differences and consider competing points in the source by analysing and evaluating them. Only analysis and evaluation based on the knowledge from the source will gain credit.

(10)

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(Total for Question 3 = 10 marks)

TOTAL FOR SECTION B = 20 MARKS

SECTION C

Answer EITHER Question 4(a) OR Question 4(b).

EITHER

4 (a) 'Various types of media simply reinforce political choice, they do not alter it.'

How far do you agree with this view of media influence in UK politics?

*In your answer you must refer to **at least** two types of media and consider this view and the alternative to this view in a balanced way.*

(30)

OR

(b) 'Party leaders are the crucial factor in whether or not a political party is successful.'

How far do you agree with this view of what determines the success of a political party?

*In your answer you must refer to **at least** two political parties and consider this view and the alternative to this view in a balanced way.*

(30)

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ~~☒~~ and then indicate your new question with a cross ☒.

Chosen question number: Question 4(a) ☒ Question 4(b) ☒

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(Total for Question 4 = 30 marks)

TOTAL FOR SECTION C = 30 MARKS
TOTAL FOR PAPER = 60 MARKS

Paper 1: UK Politics mark scheme

Section A

Question number	Indicative content
1(a)	<p>AO1 (10 marks)</p> <p>Candidates may refer to the following main features of representative democracy:</p> <ul style="list-style-type: none"> • uses representatives to act on the behalf of individuals and operates through organised political parties • relies on regular elections held under established rules providing legitimacy • sources its authority from the people through elections and tends to concentrate power in the office holders • office holders are held to account through future elections, opposition in Parliament and an active media • other groups and individuals can take part in political activity. <p>Accept any other valid responses.</p>

Level	Mark	AO1 Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes superficial links of knowledge and understanding to a particular context. • Uses a narrow range of knowledge and understanding to support arguments/ideas.
Level 2	4-7	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes some effective links of knowledge and understanding to a particular context. • Uses a broad range of knowledge and understanding to support arguments/ideas.
Level 3	8-10	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes fully-effective links of knowledge and understanding to a particular context. • Uses a comprehensive range of knowledge and understanding to support arguments/ideas.

Question number	Indicative content
1(b)	<p>AO1 (10 marks)</p> <p>Candidates may refer to the following main functions of political parties in the UK today:</p> <ul style="list-style-type: none"> • allow participation in politics through party membership and activism • develop ideas and formulate policies as to how society can be improved • contest elections and in so doing set out a manifesto of their promises to enact if elected • represent various sections of society that hold similar beliefs and values • select candidates to stand for elections, then provide the personnel of government and other office holders. <p>Accept any other valid responses.</p>

Level	Mark	AO1 Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes superficial links of knowledge and understanding to a particular context. • Uses a narrow range of knowledge and understanding to support arguments/ideas.
Level 2	4-7	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes some effective links of knowledge and understanding to a particular context. • Uses a broad range of knowledge and understanding to support arguments/ideas.
Level 3	8-10	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes fully-effective links of knowledge and understanding to a particular context. • Uses a comprehensive range of knowledge and understanding to support arguments/ideas.

Section B

Question number	Indicative content
2	<p>AO1 (5 marks), AO2 (5 marks)</p> <p>AO1 will be used by candidates to underpin their analysis (AO2) of the sources. AO2 requires candidates to develop their answers showing analytical skills to address the question – such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) when explaining the problems which arise when using the first past the post system (FPTP):</p> <ul style="list-style-type: none">• FPTP is essentially appropriate only when there are two parties alone contesting the election; as more enter, the relationship between the number of votes cast for a party and the number of seats won by them falls apart• the system leads to a great number of wasted votes, which disenfranchises the electorate• there is now greater public perception of the unfairness of the system, which may mean that some either do not vote or may vote tactically• MPs (and by default Parliament) do not accurately represent and reflect voter choice and this is not democratic. <p>Candidates may refer to the following analytical points (AO2) when explaining the problems arising from using the first past the post (FPTP) system:</p> <ul style="list-style-type: none">• multi-party politics is the norm in devolved assemblies and local government – and here alternative voting systems to FPTP are used and produce more representative outcomes• the distribution of safe and marginal seats gives too much weight to a small number of voters• perception of unfairness increases the dissatisfaction and disengagement of voters• constituents are left without a representative reflective of their views. <p><i>Do not credit any AO1 responses that come from beyond the source.</i></p> <p>Accept any other valid responses.</p>

In AO2 political information means source.		
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited analysis of political information with partial logical chains of reasoning, which make simplistic connections between ideas and concepts (AO2).
Level 2	4-7	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused analysis of political information with clear, logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2).
Level 3	8-10	<ul style="list-style-type: none"> • Demonstrates comprehensive and precise knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent and sustained analysis of political information, with coherent logical chains of reasoning, which make convincing connections between ideas and concepts (AO2).

Question number	Indicative content
3	<p>AO2 (5 marks), AO3 (5 marks)</p> <p>AO2 and AO3 require candidates to analyse and evaluate the sources and develop their answers, showing comparative analytical and evaluative skills to address the question.</p> <p>Candidates should focus their comparison on analysing the similarities and differences of the viewpoints given in the sources.</p> <p>Candidates may refer to the following comparative analytical points (AO2) when assessing the similarities and differences between the sources:</p> <ul style="list-style-type: none"> • both sources link referendums to democracy and the importance and principle of majority support • both sources cover how referendums are central to major constitutional changes • source 2 implies that the use of referendums cannot be contested but source 3 offers evidence for disputing referendums – for example in Wales the result was very close • source 2 states that referendums are popular with the public, however source 3 shows that turnout is often low. <p>Candidates may refer to the following comparative evaluative points (AO3) when assessing the similarities and differences between the sources:</p> <ul style="list-style-type: none"> • source 2 indicates that referendums strengthen popular sovereignty. This makes it hard for future administrations to reject, ignore or reverse the decision • evidence in source 2 can also be questioned; it refers to public education campaigns and their popularity, but does not consider possible bias, the nature of the information or the success of these campaigns • source 3 provides fact-based evidence that strengthens the case that referendums can be contested if turnout falls below 50%, however turnout fluctuates from one referendum to another, so the source shows inconsistency in terms of legitimacy of different referendum decisions • in source 3, the EEC and EU referendums show that views change with time as the electorate differs. This shows that they are only a snapshot of the public's opinion at a given moment in time and need to be viewed in the context of the time when they are held. <p>Candidates who <i>do not</i> undertake any comparative analysis of the source cannot achieve beyond Level 1.</p> <p>There are no AO1 marks available. <i>Do not</i> give credit to responses where candidates demonstrate knowledge alone. Any knowledge used must support their analysis and evaluation.</p> <p>Accept any other valid responses.</p>

In AO2 and AO3 political information means source.		
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> Limited comparative analysis of political information with partial logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). Makes superficial evaluation of political information, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated and unjustified conclusions (AO3).
Level 2	4-7	<ul style="list-style-type: none"> Mostly focused comparative analysis of political information with clear, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). Constructs mostly relevant evaluation of political information, constructing mostly focused arguments and judgements, many which are substantiated and lead to some specific conclusions, that are sometimes justified (AO3).
Level 3	8-10	<ul style="list-style-type: none"> Consistent and sustained comparative analysis of political information, with coherent logical chains of reasoning, drawing on similarities and differences within political information, which make convincing connections between ideas and concepts (AO2). Constructs coherent and sustained evaluation of political information, constructing effectively substantiated arguments and judgements, which are consistently substantiated and lead to precise conclusions that are fully justified (AO3).

Section C

Question number	Indicative content
4(a)	<p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>AO1 will be used by candidates to underpin their analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers showing analytical and evaluative skills to address the question – such responses will be underpinned by use of their knowledge and understanding.</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that the media reinforces political choices and does not alter them:</p> <p>Agreement</p> <ul style="list-style-type: none"> • political choice is also influenced by a range of other factors such as class, gender, age and ethnicity • partisan alignment applies when families pass on political values • voter choice is more often determined by region • various media types can counter one another, therefore the media simply wishes to be on the winning side <p>Disagreement</p> <ul style="list-style-type: none"> • the impression of party leaders given by the media is core to voter choice • partisan and class dealignment has occurred • the media is continually evolving and includes rolling news channels, the internet and social media • despite declining newspaper circulation, newspapers are still influential. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul style="list-style-type: none"> • voting patterns are determined by many differing internal factors and the media reinforces these patterns by confirming a voter’s predisposition to vote in a certain way, for example newspaper choices are influenced by class (AO2), therefore the media mirrors prior political affiliation and does little to change it, media outlets rarely swap sides during elections or challenge the demographic of their readership (AO3) • evidence tells us that many voters have made up their minds long before an intensive media campaign commences, and the reasons for how people vote is very deep rooted (AO2), therefore the media is just one of many and varied factors that have an impact on political choice, and it helps to reinforce established views rather than challenge them or try to change them (AO3) • traditionally, Labour has dominated in the north in urban areas and the Conservatives in the south in rural areas, this was particularly apparent with the Conservative dominance in England in the 2015 election (AO2), thus the media has little impact on this choice and serves to reinforce regional voting patterns, such as those seen in newspaper circulation. For instance, social media has a self-selecting audience where, quite often, people sharing similar views come together on a regional basis (AO3) • newspapers have often switched allegiance in order to pick the winning party, with The Sun as an obvious example (AO2), therefore the influence of the media is unreliable as it works only to reflect the opinion of voters rather than shaping it or changing it (AO3).

Question number	Indicative content
4(a) (contd.)	<p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</p> <ul style="list-style-type: none"> • Brown and Miliband both received ample negative publicity before the 2010 and 2015 elections, and this can be seen as a crucial element in them not winning those elections. Newspaper media was influential as it portrayed both leaders as having flaws (AO2), consequently the media is important in shaping these impressions, and hence voter choice, and can have a powerful impact on influencing how people vote, for instance the live TV coverage of Brown in Rochdale served to undermine his credibility and damage his character (AO3) • it is no longer the case that A, B and C1 will vote Conservative and C2, D and E Labour because strict class boundaries are no longer seen as definite, societal structures in the late 20th century have changed (class dealignment) (AO2), thus giving the media a prominent role in swaying voters because they can be heavily influenced by media coverage on governing competence, issue voting, economic voting and party leaders, and these factors all determine voter choice (AO3) • social media, such as Twitter and Facebook in particular, is playing an ever-increasing role, this has become even more important with the advent of televised debates before an election (AO2), therefore this variety of media makes it influential in determining the outcome of the election, particularly for younger generations of voters, and is likely to continue in terms of its impact and influence (AO3) • in 2010 and 2015, only <i>The Mirror</i> firmly backed Labour, <i>The Sun</i> changed its allegiance from Labour to the Conservatives. Also, newspapers being given away free, such as <i>Metro</i> and <i>The Evening Standard</i>, means that they have a wider circulation and impact (AO2), therefore the winner of the election is invariably backed by the largest number of media outlets, and this is unlikely to change as print media still influences and has an impact on voter choice (AO3). <p>Candidates must consider both views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>have not</i> referred to at least two types of media and/or <i>have not</i> considered both views in a balanced way cannot achieve beyond Level 2.</p> <p>Accept any other valid responses.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited analysis of aspects of politics with partial logical chains of reasoning, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many of which are descriptive (AO3).
Level 2	7–12	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging analysis of aspects of politics with some focused, logical chains of reasoning, which make some relevant connections between ideas and concepts (AO2). • Constructs some appropriate evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially unsubstantiated and lead to generic conclusions, without much justification (AO3).
Level 3	13–18	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused analysis of aspects of politics with logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly focused arguments and judgements, many are substantiated and lead to some focused conclusions, that are sometimes justified (AO3).
Level 4	19–24	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are selected appropriately in order to underpin analysis and evaluation (AO1). • Focused analysis of aspects of politics with logical chains of reasoning, which make relevant connections between ideas and concepts (AO2). • Constructs relevant evaluation of aspects of politics, constructing focused arguments and judgements, which are substantiated and lead to focused conclusions that are mostly justified (AO3).
Level 5	25–30	<ul style="list-style-type: none"> • Demonstrates comprehensive and precise knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent and sustained analysis of aspects of politics, with coherent, logical chains of reasoning, which make convincing connections between ideas and concepts (AO2). • Constructs coherent and sustained evaluation of aspects of politics, constructing effectively substantiated arguments and judgements, which are consistently substantiated and lead to precise conclusions that are fully justified (AO3).

Question number	Indicative content
4(b)	<p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>AO1 will be used by candidates to underpin their analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers showing analytical and evaluative skills to address the question – such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that party leaders are crucial to the success of a political party:</p> <p>Agreement with view</p> <ul style="list-style-type: none"> • leaders are very much the brand image of the party • the media focuses on the leader • strong leaders ensure party unity and hold the various groups or factions in the party together • strong leaders act to source funds for the party <p>Disagreement with view</p> <ul style="list-style-type: none"> • popular leaders have lost elections • success for a political party is a team effort, not simply the role of an individual • events often shape outcomes and events • the media is crucial as this is how the electorate obtain information. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul style="list-style-type: none"> • leaders with charisma attract wavering voters to vote for the party, for example Blair appealing beyond the traditional Labour base and leaders of minor parties, such as Farage and Sturgeon, have made a significant difference to their parties' electoral appeal (AO2), therefore these types of leaders work effectively in offering an attractive brand to voters and they can have a great impact, this type of brand appeal is likely to continue (AO3) • the media finds it easier to connect with personality rather than ideas. Indeed, the personality assimilates the ideas, becoming the 'brand image' and figurehead of the political party, with attention focused on their behaviour (AO2), therefore the media supports the view that party leaders are crucial; leaders with a strong brand play better in the media and gain more positive press and therefore appear more favourable to the electorate, whereas weaker leaders are often mocked by the press and this damages their credibility with the public (AO3) • how well leaders perform under the spotlight (for example at Prime Minister's questions) matters in securing electoral success. Leaders need to perform effectively to carry the authority and give the impression that they can manage their own party and the country (AO2), thus these types of party leaders can have a crucial impact and weak leaders struggle with division, for example Major, Corbyn; divided parties rarely win elections and are less appealing to voters (AO3) • charismatic and popular leaders support the party in its widest sense, acting to petition for funds and donations in order to contest elections and achieve success (AO2), therefore this type of leader is far more effective in ensuring that their party is successful, people respond to them and this type of personality is likely to continue to make an impact as political leadership is about personality (AO3).

Question number	Indicative content
4(b) (contd.)	<p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</p> <ul style="list-style-type: none"> • in 1970 for Wilson and in 1979 for Callaghan, the focus in these elections was more on policy than personality, if the policies the party produce are popular, effective leadership is less important (AO2), consequently this shows that party leaders do not have to be overly popular, strong or charismatic and that policies can be influential in making a party successful, however these examples are from the last century (AO3) • a leader is only as good as the talent and support around them in their political party, for example the role of Mandelson, Brown and Campbell for Blair and Osborne for Cameron (AO2), therefore depth and breadth in key appointments and support staff ensures that a clear message is given in the media and ensures party success, it shows that success is a more complicated issue than simply having a popular, strong leader (AO3) • a range of other issues are more important than the leader, such as economic prosperity and worldwide events beyond the borders of the UK, for example the impact of the Iraq War and the financial crash on Labour's success, the outcome of the Scottish referendum (AO2), consequently these events are beyond the control of party leaders and often come down to factors beyond their control, so it is clear that other factors can influence success and that leadership alone is not the key factor (AO3) • the role of the media is far more important than the party leaders. How the media targets the party and its ideas is vital and leaders often change their views to please the media (AO2), therefore it is not just the sheer personality of a leader that dictates success, it is that coupled with the backing of media corporations that helps parties to be successful and this outlet will continue to be influential (AO3). <p>Candidates must consider both views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>have not</i> referred to at least two political parties and/or <i>have not</i> considered both views in a balanced way cannot achieve beyond Level 2.</p> <p>Accept any other valid responses.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited analysis of aspects of politics with partial logical chains of reasoning, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many of which are descriptive (AO3).
Level 2	7–12	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging analysis of aspects of politics with some focused, logical chains of reasoning, which make some relevant connections between ideas and concepts (AO2). • Constructs some appropriate evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially unsubstantiated and lead to generic conclusions, without much justification (AO3).
Level 3	13–18	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused analysis of aspects of politics with logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly focused arguments and judgements, many are substantiated and lead to some focused conclusions, that are sometimes justified (AO3).
Level 4	19–24	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are selected appropriately in order to underpin analysis and evaluation (AO1). • Focused analysis of aspects of politics with logical chains of reasoning, which make relevant connections between ideas and concepts (AO2). • Constructs relevant evaluation of aspects of politics, constructing focused arguments and judgements, which are substantiated and lead to focused conclusions that are mostly justified (AO3).
Level 5	25–30	<ul style="list-style-type: none"> • Demonstrates comprehensive and precise knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent and sustained analysis of aspects of politics, with coherent, logical chains of reasoning, which make convincing connections between ideas and concepts (AO2). • Constructs coherent and sustained evaluation of aspects of politics, constructing effectively substantiated arguments and judgements, which are consistently substantiated and lead to precise conclusions that are fully justified (AO3).

Pearson Edexcel Level 3 GCE

**Sample assessment material for first teaching
September 2017**

Time: 1 hour 45 minutes

Paper Reference **8PL0/02**

Politics

Advanced Subsidiary

Paper 2: UK Government

Source Booklet

Do not return this Booklet with the question paper.

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Source 1 is adapted from the Lords Appointment Commission website and informs people about the selection criteria used for those wishing to apply to be non-party political life peers.

Source 1

Selection Criteria

The Commission will assess nominations against the criteria set out below. It is committed to independent and fair assessment of nominations. Its recommendations will be made on individual merit and not on any other basis.

The Criteria

The Commission will be seeking to recommend nominees:

- with the ability to make an effective and significant contribution to the work of the House of Lords, not only in their areas of particular interest and special expertise, but the wide range of other issues coming before the House;
- with a record of significant achievement within their chosen way of life that demonstrates a range of experience, skills and competencies;
- who are willing to commit the time necessary to make an effective contribution to the work of the House of Lords. The Commission recognises that many active members continue with their professional and other working interests and this can help maintain expertise and experience;
- who are able to demonstrate outstanding personal qualities, in particular, integrity and independence;
- who are and intend to remain independent of any political party.

Source 2 is an adapted extract from an academic paper written in 2014 that examines both sides of the sovereignty debate, with this extract focusing on the ways in which sovereignty has not been lost.

Source 2

Pro Europeans believe that membership of the EU has in fact extended the nation's sovereignty. They see sovereignty as a resource rather than a static concept. As Geoffrey Howe puts it, "Sovereignty is not virginity, which you either have or you don't". The UK has transferred control over areas, including Agriculture and Fisheries, but by pooling sovereignty with other EU members this has enhanced the ability to achieve its policy goals, for example on environmental matters.

There is also a continuing requirement of unanimity in key areas, opt-outs and the fact that the loss of sovereignty has not applied to matters of essential national concern like defence or criminal law.

Source 3 is an adapted extract from a Daily Mail article written in August 2010, a Conservative supporting Eurosceptic tabloid newspaper, which later supported 'Brexit' during the EU referendum.

Source 3

The EU budget commissioner is lobbying hard for the EU to be able to levy its own taxes on things like energy, airline flights and financial transactions. What lurks behind this proposal is the fulfilment of the supreme ambition which Brussels has never so far managed to bring off.

For over 50 years 'the European project' has created a mighty government stretching across Europe and giving the EU almost all the attributes of a superstate: its own vast law-making powers, parliament, currency and courts.

It is on the way to having its own foreign policy, armed forces, legal system and integrated police force, and therefore to removing the sovereignty of the UK Parliament.

Acknowledgements

Source 1 from: www.lordsappointments.independent.gov.uk/selection-criteria – used under Open Parliament Licence v3.0.)

Source 2 from: adapted from 'A Critical Assessment of the Impact of EU Membership on British Sovereignty', © Anna Roininen, University of Leicester

Source 3 from: www.dailymail.co.uk/debate/article-1302039/EU-tax-ultimate-surrender-Britains-sovereignty.html

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel
Level 3 GCE**

Centre Number

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Candidate Number

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**Sample assessment material for first teaching
September 2017**

Time: 1 hour 45 minutes

Paper Reference **8PL0/02**

Politics

**Advanced Subsidiary
Paper 2: UK Government**

You must have:

Source booklet (enclosed)

Total Marks

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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are **three** sections and you must answer **four** questions:
 - in Section A answer **either** Question 1(a) **or** 1(b)
 - in Section B answer **both** Question 2 **and** Question 3
 - in Section C answer **either** Question 4(a) **or** 4(b).
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A

Answer EITHER Question 1(a) OR Question 1(b).

EITHER

1 (a) Describe the main sources of the British Constitution. (10)

OR

(b) Describe the main stages that a legislative bill may go through in the House of Commons. (10)

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(Total for Question 1 = 10 marks)

TOTAL FOR SECTION A = 10 MARKS

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SECTION B

Answer BOTH Question 2 AND Question 3.

Read Source 1 on page 2 of the source booklet before answering Question 2 in the space provided.

- 2 Using the source, explain the advantages of how members are selected for the House of Lords.

*In your response you must use knowledge and understanding to analyse points that are only in the source. You will **not** be rewarded for introducing any additional points that are not in the source.*

(10)

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(Total for Question 3 = 10 marks)

TOTAL FOR SECTION B = 20 MARKS

SECTION C

Answer EITHER Question 4(a) OR Question 4(b).

EITHER

4 (a) 'The Supreme Court is neutral and independent of the UK government'

How far do you agree with this view of the Supreme Court?

In your answer you must:

- refer to **both** independence **and** neutrality
- consider this view and the alternative to this view in a balanced way
- draw on relevant knowledge and understanding of the study from Component 1: UK politics.

(30)

OR

(b) 'Prime Ministers are able to successfully control the political agenda'

How far do you agree with this view of Prime Ministerial power?

In your answer you must:

- consider **one** pre-1997 Prime Minister and **one** post-1997 Prime Minister
- consider this view and the alternative to this view in a balanced way
- draw on relevant knowledge and understanding of the study from Component 1: UK politics.

(30)

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 4(a) Question 4(b)

Dotted lines for writing answers.

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(Total for Question 4 = 30 marks)

TOTAL FOR SECTION C = 30 MARKS
TOTAL FOR PAPER = 60 MARKS

Paper 2 UK Government mark scheme

Section A

Question number	Indicative content
1(a)	<p>AO1 (10 marks)</p> <p>Candidates may refer to the following main sources of the Constitution:</p> <ul style="list-style-type: none"> • statute laws passed by Parliament, which includes several important historical acts such as the Bill of Rights, Acts of Succession • common law made by Judges where statute law is silent or unclear and carrying the weight of statute law, such as laws surrounding breach of the peace or misconduct in a public office • conventions or traditions not contained in law but influential in the operation of the political system, such as the convention on collective ministerial responsibility • authoritative works: works written by experts describing how a political system is run which are not legally binding but which are taken as significant guides, such as Erskine May's guide to Parliamentary Procedure <p>Accept any other valid responses.</p>

Level	Mark	AO1 Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes superficial links of knowledge and understanding to a particular context. • Uses a narrow range of knowledge and understanding to support arguments/ideas.
Level 2	4-7	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes some effective links of knowledge and understanding to a particular context. • Uses a broad range of knowledge and understanding to support arguments/ideas.
Level 3	8-10	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes fully-effective links of knowledge and understanding to a particular context. • Uses a comprehensive range of knowledge and understanding to support arguments/ideas.

Question number	Indicative content
1(b)	<p>AO1 (10 marks)</p> <p>Candidates may refer to the following main stages of a legislative bill:</p> <ul style="list-style-type: none"> • first reading: the first stage of a Bill's passage through the House of Commons – usually a formality, it takes place without debate • second reading: the first opportunity for MPs to debate the main principles of the Bill • committee stage: the detailed examination of the Bill by a committee, where amendments are considered and voted on • report stage: the opportunity for MPs to consider and vote on further amendments to a Bill which has been examined in committee. • third reading: the final chance for the Commons to debate the contents of a Bill. <p>Accept any other valid responses.</p>

Level	Mark	AO1 Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes superficial links of knowledge and understanding to a particular context. • Uses a narrow range of knowledge and understanding to support arguments/ideas.
Level 2	4–7	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes some effective links of knowledge and understanding to a particular context. • Uses a broad range of knowledge and understanding to support arguments/ideas.
Level 3	8–10	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes fully-effective links of knowledge and understanding to a particular context. • Uses a comprehensive range of knowledge and understanding to support arguments/ideas.

Section B

Question number	Indicative content
2	<p>AO1 (5 marks), AO2 (5 marks)</p> <p>AO1 will be used by candidates to underpin their analysis (AO2). AO2 requires candidates to develop their answers showing analytical skills to address the question – such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) when explaining the advantages of the House of Lords selection:</p> <ul style="list-style-type: none">• members of the Lords are appointed on merit rather than on personal or party popularity• members of the House of Lords often retain outside interests rather than being expected to serve as full-time politicians• some members of the House of Lords remain independent of political parties• membership of the House of Lords is partly based on members' contributions to the range of issues likely to come before the House. <p>Candidates may refer to the following analytical points (AO2) when explaining the advantages of the House of Lords selection:</p> <ul style="list-style-type: none">• the independent scrutiny of some members of the House of Lords and their experience and personal qualities is more rigorous than the election of the House of Commons• the Lords' acceptance of members' continuing professional and other working interests provides a broader perspective than the full-time House of Commons• the mix of independent and party-political members in the House of Lords provides a more varied house, which is beneficial to parliamentary scrutiny• the process for the House of Lords in looking at the different members' expertise provides a broader balance and variety than individual election. <p><i>Do not credit any AO1 responses that come from beyond the source.</i></p> <p>Accept any other valid responses.</p>

In AO2 political information means source.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited analysis of political information with partial logical chains of reasoning, which make simplistic connections between ideas and concepts (AO2).
Level 2	4–7	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused analysis of political information with clear, logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2).
Level 3	8–10	<ul style="list-style-type: none"> • Demonstrates comprehensive and precise knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent and sustained analysis of political information, with coherent logical chains of reasoning, which make convincing connections between ideas and concepts (AO2).

Question number	Indicative content
3	<p>AO2 (5 marks), AO3 (5 marks)</p> <p>AO2 and AO3 require candidates to analyse and evaluate the sources and develop their answers showing comparative analytical and evaluative skills to address the question.</p> <p>Candidates should focus their comparison on analysing the similarities and differences of the viewpoints given in the sources.</p> <p>Candidates may refer to the following comparative analytical points (AO2) when assessing the similarities and differences between the two sources:</p> <ul style="list-style-type: none"> • source 2 argues that membership of the European Union (EU) is about extending sovereignty, while source 3 that the EU is a negative entity that drains power away from member states • source 2 argues that sovereignty is not something that a government either has or does not have, while source 3 argues that the EU has removed UK sovereignty, which suggests that it is a binary issue • the sources appear to agree that defence and military policy are key areas, but source 2 contends that the UK retains control over these areas while source 3 argues that some control of these areas has been lost • source 2 notes that there is a continuing requirement of unanimity in key areas, while source 3 does not mention this exception to the pooling of sovereignty as being significant. <p>Candidates may refer to the following comparative evaluative points (AO3) when assessing the information in the two sources:</p> <ul style="list-style-type: none"> • source 2 argues from a pro-European viewpoint whilst source 3 is wholly Euro-sceptical, and both sources could be criticised on this basis • source 2 accurately reflects the legal situation – that sovereignty is not lost – while source 3 reflects a perception of political reality in which control has been lost • source 2 implies that the UK has increased its influence <i>significantly</i> over pooled matters, whilst source 3 implies that the UK has <i>no</i> influence over these matters and both are questionable • both sources partly rely on assertion – for example source 2 states that sovereignty has been ‘enhanced’ and source 3 comments on the EU’s ‘supreme ambition’. <p>Candidates who <i>do not</i> undertake any comparative analysis of the source cannot achieve marks beyond Level 1.</p> <p>There are no AO1 marks available. <i>Do not</i> give credit to responses where candidates demonstrate knowledge alone. Any knowledge used must support their analysis and evaluation.</p> <p>Accept any other valid responses.</p>

In AO2 and AO3 political information means source.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> Limited comparative analysis of political information with partial logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). Makes superficial evaluation of political information, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated and unjustified conclusions (AO3).
Level 2	4–7	<ul style="list-style-type: none"> Mostly focused comparative analysis of political information with clear, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). Constructs mostly relevant evaluation of political information, constructing mostly focused arguments and judgements, many which are substantiated and lead to some specific conclusions, that are sometimes justified (AO3).
Level 3	8–10	<ul style="list-style-type: none"> Consistent and sustained comparative analysis of political information, with coherent logical chains of reasoning, drawing on similarities and differences within political information, which make convincing connections between ideas and concepts (AO2). Constructs coherent and sustained evaluation of political information, constructing effectively substantiated arguments and judgements, which are consistently substantiated and lead to precise conclusions that are fully justified (AO3).

Section C

Question number	Indicative content
4(a)	<p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks) This question requires candidates to draw on their knowledge and understanding of UK politics and government (AO1) to underpin their analysis (AO2) and evaluation (AO3).</p> <p>AO2 and AO3 require candidates to develop their answers showing analytical and evaluative skills to address the question – such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that the UK Supreme Court <i>is</i> neutral and independent of the UK government:</p> <p>Agreement</p> <ul style="list-style-type: none"> • Supreme Court judges are shortlisted for appointment by an independent selection committee • Supreme Court judges enjoy security of tenure • government is unable, individually or collectively, to comment on active cases • Supreme Court judges are not permitted to be involved in political activity <p>Disagreement</p> <ul style="list-style-type: none"> • the final decision of the appointment of Supreme Court judges is made by the Lord Chancellor • Supreme Court judges make rulings on significant Judicial Review cases, including under the Human Rights Act • Supreme Court judges are demographically very imbalanced, being predominantly white, male and middle aged • in practice, and despite some high-profile cases, the Supreme Court rarely rules against the government. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul style="list-style-type: none"> • independent appointment limits the ability of governments to influence the views of potential judges or to select judges with personal opinions matching their own (AO2), therefore making it difficult for the government to influence their decisions, so they can be perceived as neutral and independent in nature and removed from government control (AO3) • security of tenure limits the ability of government to threaten the judges' position because of disagreement with judges' rulings (AO2), thus making judges more independent since they need not fear any consequences from their rulings, it supports the view as government intervention is limited (AO3) • the government's inability to comment on active cases limits its ability to influence judges' rulings before they are made (AO2), therefore ensures that a more independent decision can be made and that the view is correct, as the government cannot intervene or influence rulings (AO3) • limits on judges' political activity restricts their ability to publicly exercise personal political views (AO2), consequently making it harder for them to adopt a non-neutral stance, at least publicly, so that the view is correct (AO3).

Question number	Indicative content
4(a) (contd.)	<p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</p> <ul style="list-style-type: none"> • the Lord Chancellor’s involvement in appointments enables the government to choose judges who are more likely to uphold government positions, or whose personal opinions match its own, particularly as the Lord Chancellor is a party political figure (AO2), thus threatening both the independence and neutrality of the Supreme Court so that the government can have an active role, and therefore this view is not entirely accurate (AO3) • Supreme Court rulings on Judicial Review, including under the Human Rights Act, are often political and involve commenting on areas traditionally covered by government (AO2), therefore any rulings on traditional government areas threaten neutrality and therefore the view is incorrect (AO3) • the demographic imbalance of Supreme Court judges might incline them towards a more ‘establishment’ point of view (AO2), rather than a neutral stance that would come from a more representative balance of judges, so the view is incorrect in terms of overall neutrality (AO3) • the rarity of Supreme Court rulings against the government, suggesting an unwillingness to exercise too much independence (AO2), thus this limits independence in practice even if it exists in theory, it goes against the view and supports a clear influence by the government and an unwillingness to be truly independent (AO3). <p>Candidates may refer to the following synoptic points:</p> <ul style="list-style-type: none"> • the involvement of the Supreme Court in rights cases, and the questions this raises over independence and neutrality, directly links to debates over the tensions within the UK’s rights-based culture as it raises questions about how far rights should be enforced by judges. [UK Politics: Democracy and participation 1.4] • the recent Article 50 case has required the Supreme Court to rule in relation to a matter that went to a referendum, which could be seen as particularly damaging to its political neutrality. [UK Politics: Electoral systems 3.2] • the increased media scrutiny of recent cases could also be seen as bringing judging into the political arena, making its judgments an electoral issue and threatening both its independence and neutrality [UK Politics: Voting behaviour and the media 4.3]. <p>Candidates may also draw parallels, connections and distinctions among the individual principles of independence and neutrality, and when they analyse and evaluate how the two interact.</p> <p>Candidates must consider both views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>have not</i> referred to both independence and neutrality and/or <i>have not</i> considered both views in a balanced way cannot achieve beyond Level 2.</p> <p>Candidates who do not make any synoptic points cannot achieve Level 5.</p> <p>Accept any other valid responses.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-6	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation. Makes limited synoptic points (AO1). • Limited analysis of aspects of politics with partial logical chains of reasoning, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many of which are descriptive (AO3).
Level 2	7-12	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation. Makes some relevant synoptic points (AO1). • Some emerging analysis of aspects of politics with some focused, logical chains of reasoning, which make some relevant connections between ideas and concepts (AO2). • Constructs some appropriate evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially unsubstantiated and lead to generic conclusions, without much justification (AO3).
Level 3	13-18	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation. Makes mostly relevant synoptic points (AO1). • Mostly focused analysis of aspects of politics with logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly focused arguments and judgements, many are substantiated and lead to some focused conclusions, that are sometimes justified (AO3).
Level 4	19-24	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are selected appropriately in order to underpin analysis and evaluation. Makes relevant synoptic points (AO1). • Focused analysis of aspects of politics with logical chains of reasoning, which make relevant connections between ideas and concepts (AO2). • Constructs relevant evaluation of aspects of politics, constructing focused arguments and judgements, which are substantiated and lead to focused conclusions that are mostly justified (AO3).
Level 5	25-30	<ul style="list-style-type: none"> • Demonstrates comprehensive and precise knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation. Makes consistent and coherent synoptic points (AO1). • Consistent and sustained analysis of aspects of politics, with coherent, logical chains of reasoning, which make convincing connections between ideas and concepts (AO2). • Constructs coherent and sustained evaluation of aspects of politics, constructing effectively substantiated arguments and judgements, which are consistently substantiated and lead to precise conclusions that are fully justified (AO3).

Question number	Indicative content
4(b)	<p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>This question requires candidates to draw on their knowledge and understanding of UK politics and government (AO1) to underpin their analysis (AO2) and evaluation (AO3).</p> <p>AO2 and AO3 require candidates to develop their answers showing analytical and evaluative skills to address the question – such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that UK Prime Ministers <i>are able to control events and policy</i>:</p> <p>Agreement</p> <ul style="list-style-type: none"> • Harold Wilson’s implementation of comprehensive education and the renationalisation of steel • Margaret’s Thatcher’s pursuit of the Falklands War, and her implementation of the economic policies of monetarism and the privatisation of utilities • Tony Blair’s role in the Northern Ireland Peace Process, which demonstrates influence over long-standing controversial political issues • David Cameron’s role in legalising same-sex marriage and the increase in the income tax allowance. <p>Disagreement</p> <ul style="list-style-type: none"> • Harold Wilson’s calling of a referendum of Britain’s membership of the European Community and his devaluation of the pound • Margaret Thatcher’s attempted implementation of the Community Charge (Poll Tax) • Tony Blair’s role in the Iraq war • David Cameron, with reference the 2016 EU referendum and the policy of austerity. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul style="list-style-type: none"> • Wilson’s renationalisation of steel, Thatcher’s implementation of the economic policies of monetarism and the privatisation of utilities, Blair’s implementation of his government’s economic policy, and Cameron’s increase in the income tax allowance, are all examples of perceived successful economic policy (AO2), thus leading to the evaluation that this can contribute to Prime Ministerial control and that Prime Ministers can have a very wide, far-reaching impact in terms of control on policy (AO3) • Thatcher’s pursuit of the Falklands War demonstrates the importance of the perceived success of military action on Prime Ministerial control (AO2), consequently by making it generally less likely that their opponents will challenge them, so therefore the view is correct that they have a great deal of power and control over events and policy (AO3) • Wilson’s implementation of comprehensive education, Blair’s role in the Northern Ireland Peace Process and Cameron’s role in legalising same-sex marriage are all examples of Prime Ministerial personality in achieving policy goals (AO2), thus demonstrating that, particularly on controversial issues, a strong, dominant Prime Minister has a great deal of control and power (AO3) • Cameron’s policies also demonstrate the particular issues that can advance Prime Ministerial control under coalition (AO2), therefore by giving them political cover with their own party and that, even when there are restrictions to a Prime Minister’s control, they can be circumvented (AO3).

Question number	Indicative content
4(b) (contd.)	<p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</p> <ul style="list-style-type: none"> • Wilson’s devaluation of the pound demonstrates the impact that external events can have on Prime Ministerial control of stated economic policy (AO2), as he was forced into this action rather than choosing to do it, this therefore goes against the view that Prime Ministers have ultimate control and power (AO3) • Thatcher’s experience with the Poll Tax demonstrates the effect of unpopular policy on Prime Ministerial popularity (AO2), consequently the public reaction meant that the tax came under review against the Prime Minister’s wishes, this is contrary to the view expressed and shows there are limits to a Prime Minister’s control (AO3) • Blair’s role in the Iraq war demonstrates how individual issues can come to dominate the political agenda and Prime Ministerial legacy to the exclusion of others (AO2), thus making it harder to control other events and policy, therefore the view is not always correct and Prime Ministerial control can be eroded over time (AO3) • Wilson’s calling of a referendum of Britain’s membership of the European Community, and Cameron’s 2016 EU referendum, demonstrate the limited impact that party and public concerns can have on Prime Ministerial control (AO2), therefore this is proof that the statement is inaccurate as their control can be weakened by public decision making (AO3). <p>Candidates may refer to the following synoptic points:</p> <ul style="list-style-type: none"> • links can be made between Prime Minister’s (lack of) control and divisions and changes within their own parties – for example Cameron and same-sex marriage and Thatcher’s economic policies. [UK Politics: Political Parties 2.2] • links can be made between Prime Minister’s (lack of) control of the political agenda and the calling of referendums – for example Wilson in 1975 and Cameron in 2016 [UK Politics: Electoral systems 3.2] • links can be made between Prime Minister’s (lack of) control of the political agenda and to a number of different General Elections that may have been studied – for example Thatcher in 1983, Blair in 2005 etc. [UK Politics: Voting behaviour and the media 4.2]. <p>Reasonable alternative interpretations of the above events should be credited.</p> <p>Candidates may refer to alternative Prime Ministers, provided they discuss at least two Prime Ministers (one pre-1997 and one post-1997).</p> <p>Candidates must consider both views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>have not</i> referred to one pre-1997 and one post-1997 Prime Minister and/or <i>have not</i> considered both views in a balanced way cannot achieve beyond Level 2.</p> <p>Candidates who do not make any synoptic points cannot achieve Level 5. Accept any other valid responses.</p>

Level	Mark	Descriptor
	0	No rewardable material.
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Level 2	7–12	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation. Makes some relevant synoptic points (AO1). • Some emerging analysis of aspects of politics with some focused, logical chains of reasoning, which make some relevant connections between ideas and concepts (AO2). • Constructs some appropriate evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially unsubstantiated and lead to generic conclusions, without much justification (AO3).
Level 3	13–18	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation. Makes mostly relevant synoptic points (AO1). • Mostly focused analysis of aspects of politics with logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly focused arguments and judgements, many are substantiated and lead to some focused conclusions, that are sometimes justified (AO3).
Level 4	19–24	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are selected appropriately in order to underpin analysis and evaluation. Makes relevant synoptic points (AO1). • Focused analysis of aspects of politics with logical chains of reasoning, which make relevant connections between ideas and concepts (AO2). • Constructs relevant evaluation of aspects of politics, constructing focused arguments and judgements, which are substantiated and lead to focused conclusions that are mostly justified (AO3).
Level 5	25–30	<ul style="list-style-type: none"> • Demonstrates comprehensive and precise knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation. Makes consistent and coherent synoptic points (AO1). • Consistent and sustained analysis of aspects of politics, with coherent, logical chains of reasoning, which make convincing connections between ideas and concepts (AO2). • Constructs coherent and sustained evaluation of aspects of politics, constructing effectively substantiated arguments and judgements, which are consistently substantiated and lead to precise conclusions that are fully justified (AO3).

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