



Mark Scheme (Results)

Summer 2019

Pearson Edexcel AS Level
In Politics (8PL0) Paper 01

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Publications Code 8PLO_01_1906_MS

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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.

Paper 1: UK Politics mark scheme

Section A

Guidelines for marking Questions 1(a) and 1(b)
<p>Marks are awarded for AO1 only.</p> <p>Marks are awarded for showing depth of knowledge and understanding.</p>

Question number	Indicative content
1(a)	<p>AO1 (10 marks)</p> <p>Candidates may refer to the ways in which the right to vote was widened in the 20th Century:</p> <ul style="list-style-type: none">• In terms of extending voting rights irrespective of class, the 1918 Representation of the People Act gave votes to all males over 21.• The same Act gave voting rights to women for the first time if they were over 30 and subject to property qualification.• The 1928 Representation of the People Act (ROTPA) gave voting rights to women on the same terms as men.• The 1969 ROTPA gave the vote to all citizens over the age of 18. <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 facts how referendums have been used more in recent years:</p> <ul style="list-style-type: none"> • Referendums were used by the 'New Labour' government to secure approval and legitimacy for constitutional changes • Referendums were used by the coalition government for issues such as changing the voting system • Referendums were seen to be crucial when major decisions were taken such as leaving the EU in 2016 • Referendums were seen as central to changes in local democracy if an area wished to have a locally elected mayor, planning decisions and council tax changes <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

Guidelines for marking Question 2

Marks are awarded for AO1 and AO2 only.

Marks are awarded for showing depth of knowledge and understanding (AO1) but this has to be based on the material presented in the source.

Marks are awarded for illustrating clarity of analysis (AO2) but this has to arise from the context presented by the source.

No marks are available for making a judgment or reaching any form of conclusion (AO3).

Question number	Indicative content	
	AO1 (5 marks)	AO2 (5 marks)
2	<ul style="list-style-type: none"> • The June 2017 GE saw a record high in the three months prior to this date of £40 million hitting political party coffers. • The main sponsors for the Conservative Party were business interests and for the Labour Party it was trade unions. • The smaller parties' income pales into insignificance when the amount which they raise is brought into perspective with UKIP (and other small parties) only getting limited income. • Many parties gain funding from wealthy individuals/donors • The figures and/or organisations behind the funding of political parties are only revealed after the GE has taken place. <p>Accept any other valid responses.</p>	<ul style="list-style-type: none"> • This record hides a huge imbalance between the differing parties contesting the GE. • This sourcing of funding for the two main parties continues a pattern of interest-based parties creating divisions in society • Small parties with a paltry income raises the question how can they fight a meaningful campaign when dwarfed by the two other large parties. • This may mean a small number of individuals can have a disproportionate impact on party policy • In order to make a democratically informed choice at the time of the GE the voter should know when they cast their vote who has bankrolled the political parties. <p>Accept any other valid responses.</p>

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 (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).

Guidelines for marking Question 3

Marks are awarded for AO2 and AO3 only.

Marks are awarded for illustrating clarity of analysis (AO2) but this has to arise from the context presented by the source.

No AO1 marks are available for repeating knowledge or understanding from the source or for introducing own knowledge and understanding if it is not linked to providing clarity to the AO2 and AO3 points arising from the source.

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.

Candidates should focus their comparison on analysing the similarities and differences of the viewpoints given in the sources.

Candidates who *do not* undertake any comparative analysis of the source cannot achieve beyond Level 1. Candidates who *do not* provide both similarities and differences from the source cannot achieve beyond Level 2

There are no AO1 marks available. *Do not* give credit to responses where candidates demonstrate knowledge alone. Any knowledge used must support their analysis and evaluation.

Accept any other valid responses.

Question number 3	Indicative content	
	AO2 (5 marks)	AO3 (5 marks)
	<p>Candidates may refer to the following comparative analytical points (AO2) when assessing the similarities and differences in the source:</p> <ul style="list-style-type: none"> • Both sources agree that the new electoral systems offer voters choice. • First past the post (FPTP) was not a suitable system to accompany the constitutional changes such as devolution since 1997. • However disagreement emerges between Dunleavy and Stirbu and McAllister about the operation of the new PR systems in Wales. • Source 2 feels that the supplementary vote has been successfully implemented in various contexts such as the London Mayor • Disagreement also emerges surrounding the overall outcome of PR systems. Dunleavy thinks all is well whereas Stirbu and McAllister feel that PR is 'work in progress'. 	<p>Candidates may refer to the following comparative evaluative points (AO3) when assessing the similarities and differences in the source:</p> <ul style="list-style-type: none"> • We can conclude that democracy is harmed if voters are denied effective choice as this may damage turnout and thus legitimacy in the outcome. • FPTP may work satisfactorily when there are only two parties contesting the election but in many devolved areas (NI especially) systems of PR can make politics more inclusive and effective. • Dunleavy concludes that all is well in Wales and other regions but that conclusion is not reached by Stirbu and McAllister where they find democratic deadlock and creeping apathy. • However source 3 reaches a conclusion that with low turnouts there is a lack of legitimacy in the elected Police and Crime Commissioners. • Dunleavy we can conclude has a very enthusiastic and fully supportive view of the new PR systems without any caveats whereas Stirbu and McAllister conclude that the new systems should be viewed not as a final product and with the need to review and reform.

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).

Guidelines for Marking Essay Question

AO1 (10 marks)

Marks here relate to knowledge and understanding. It should be used to underpin analysis (AO2) and evaluation (AO3).

AO2 (10 marks)

Candidates should form analytical views which support and reject the view presented by the question.

AO3 (10 marks)

Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the prior analysis. They should be able to make and form judgments and they should reach reasoned conclusions.

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 conclusions.

Candidates who have not considered both views in a balanced way cannot achieve marks beyond Level 2.

Candidates who do not refer to two pressure groups (4a) or three General Elections (1997, one pre-1997 and one post-1997) (4b) cannot achieve marks beyond level 3.

Other valid responses are acceptable.

Question number	AO1 10 marks	AO2 10 marks	AO3 10 marks
4 (a)	<p>Candidates may demonstrate the following (AO1) points:</p> <p>Agreement:</p> <ul style="list-style-type: none"> • The work of pressure groups is essential in highlighting the need to secure Human Rights • Pressure groups such as Liberty, Amnesty International, Stonewall and trade unions highlight cases of concern and injustice • The activity of pressure groups saw their actions encourage the Labour Government after 1997 to incorporate the ECHR into UK law • Pressure groups support common widespread human 	<p>Candidates may refer to the following analytical (AO2) points:</p> <p>Agreement:</p> <ul style="list-style-type: none"> • Individuals often form pressure groups or turn to established ones to advance their case • Liberty for example aims to end the tension over the Brexit legislation and a host of other issues • Pressure groups act as a fulcrum in shaping the agenda • Group rights which have benefitted from pressure group 	<p>Candidates may refer to the following evaluative (AO3) points:</p> <p>Agreement:</p> <ul style="list-style-type: none"> • Governments have had to make concessions after having been found to have eroded rights in the UK – such as how asylum seekers have been treated or not being allowed to detain citizens beyond a certain time frame • Liberty gains extensive recognition for the work and campaigns it mounts and the successes which it has achieved • Pressure groups have an impact in that they are a voice for many different sectors of society whose rights are under threat and at risk • Without the voices of protest launched by pressure groups we as

	<p>rights causes and also individual cases where human rights have been abused</p> <p>Disagreement:</p> <ul style="list-style-type: none"> • Human Rights are not only secured by pressure groups but arise out of action within political parties • Pressure groups are a voice of protest but it is the Governing Party which controls the action • Political parties in government have the power to grant Human Rights – but also the power to restrict or deny them • The endorsement of political parties is crucial in advancing human rights 	<p>activity would include Gay Rights and Women’s Rights. Individuals who have had their human rights protected</p> <p>Disagreement;</p> <ul style="list-style-type: none"> • It is political parties in government who act to deliver and secure Human Rights • Governments elected with a mandate have the legitimacy and power to create Human Rights legislation • In recent years governments have eroded human rights and pressure groups have not been able to prevent this • The Liberal Democrats and the Conservatives for example were crucial in securing human rights for Gurkhas in the UK 	<p>a society would be much more vulnerable to arbitrary government power.</p> <p>Disagreement:</p> <ul style="list-style-type: none"> • Political parties are more in tune and articulate the demands of the UK public more than pressure groups • Political parties supported by electoral victories are the agents of change, for example Labour governments passing of the Human Rights Act in 1998 • We can conclude that Governments with secure majorities in Parliament can over-ride any political opposition from pressure groups • We can conclude that the support of political parties is central to the creation and passing of human rights legislation
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Level	Mark	Descriptor
	0	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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).

		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
4 (b)	<ul style="list-style-type: none"> Candidates may demonstrate the following (AO1) points: <p>Agreement:</p> <ul style="list-style-type: none"> Class remains a crucial pattern of voting behaviour and studies over time have revealed its key importance. Class and party identification remains important, there is correlation between class and particular parties. 	<ul style="list-style-type: none"> Candidates may refer to the following analytical (AO2) points: <p>Agreement:</p> <ul style="list-style-type: none"> Although voters no longer strongly identify themselves in class terms there remains a strong correlation between class and voting patterns. The Labour Party secures more working class votes and the Conservative Party more votes from higher classes. 	<ul style="list-style-type: none"> Candidates may refer to the following evaluative (AO3) points: <p>Agreement:</p> <ul style="list-style-type: none"> UK society is not 'classless' and difference in income and social patterns such as education and social perceptions continue to maintain a rigid class system and this has a profound impact on voting behaviour. Each political party has distinct 'heartlands' where class identity is a crucial factor in voting behaviour

	<ul style="list-style-type: none"> • Voters still identify themselves as members of a particular class – and even if the working class is changing and the middle class expanding – class remains and has impact. • The advent of austerity and declining incomes since the crash of 2008 has served to increase class division and make class more important. <p>Disagreement:</p> <ul style="list-style-type: none"> • The age of class politics is over. Class is no longer a reliable method of identifying voting patterns in a General Election. • Since the 1970s we have experienced what is called class dealignment • Alongside class dealignment there has been a similar dealignment in terms of parties with partisan dealignment. This is the breaking of an automatic individual linkage with on-going party loyalty. 	<ul style="list-style-type: none"> • The so called growing affluence and erosion of key working class industrial occupations simply adds another dimension to class structure. • Falling wages and reduced public services has led to a growing class division in the UK – symbolised by the impact and effect of the Grenfell Tower tragedy. <p>Disagreement:</p> <ul style="list-style-type: none"> • Class based voting has shown declining correlation at successive elections since the mid-1970s. • In essence class dealignment is a breakdown of strict class boundaries where people identified themselves as members of a particular class. • Parties can no longer rely on swathes of particular classes voting en-masse for them. Voters now are more volatile and unpredictable 	<ul style="list-style-type: none"> • We can see that the models built on the economic infrastructure of the 1950s and 1960s have changed; we simply have to change our appreciation of these changing class patterns. • The Labour Party increased its vote in 2017 amid a return to key working class values of collective provision and a call for class solidarity. <p>Disagreement:</p> <ul style="list-style-type: none"> • Mrs Thatcher in the 1980s encroached on the class that were traditional Labour voters, in the same way Tony Blair did in 1997 and beyond, he appealed to traditional Conservative middle class voters. • As such we now have ‘blurring’ of class where no boundaries exist and social mobility, emerging from a differing industrial and economic base, changes all hitherto class voting patterns. • This pattern has meant we see disillusionment in voters which may lead to the creation of more ‘swing voters’. At the other end extreme
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	<ul style="list-style-type: none"> As class fails to be a predictor of how people vote in General Elections other explanations are offered – such as age, gender, ethnicity, region, governing competency, education and issue voting. 	<ul style="list-style-type: none"> Different General Elections portray these factors. There is a North-South regional divide, there is an age factor as seen in 2017, gender is important and electors do have an opinion on leadership and governing competency. 	<p>apathy may occur as classes abandon traditional voting loyalty to parties.</p> <ul style="list-style-type: none"> As society has become less binary in class terms other factors show a stronger correlation to voting behaviour.
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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).

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