

Mark Scheme (Results)

Summer 2013

GCE Government and Politics 6GP01  
People and Politics

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## General Marking Guidance

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

No.1a	Using an example, define direct democracy
Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge</i> )	
<p>Direct democracy has many features both in its historical and contemporary context</p> <ul style="list-style-type: none"> <li>• <b>It is seen a system where the public make decisions themselves, they do not act through others</b></li> <li>• <b>Decisions are reached on a majoritarian basis</b></li> <li>• <b>This process of decision making is continuous and perpetual</b></li> <li>• <b>A historical example is Athenian Democracy</b></li> <li>• <b>A more contemporary feature of direct democracy are referendums</b></li> </ul>	
AO1	Knowledge and understanding
<ul style="list-style-type: none"> <li>• <b>1 mark for</b> each characteristic accurately identified.</li> <li>• <b>Up to 3 marks for</b> a more detailed or developed description <i>of a particular characteristic</i>, which shows an expansive, comprehensive knowledge and understanding.</li> <li>• <b>A cap of three marks unless a correct example is provided.</b></li> </ul>	

<b>No. 1b</b>	<b>Explain THREE criticisms of representative democracy</b>
<b>AO1</b>	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>Various criticism have been levied against the system of representative democracy some of these include:</p> <ul style="list-style-type: none"> <li>▪ Participation levels are often low and this calls into question the legitimacy of the system</li> <li>▪ Criticism is levied as to the narrow nature of representatives who are seen as not a true reflection of the people in society who they claim to represent.</li> <li>▪ Problems have emerged with the political parties who influence the political process, claiming such things as narrow choice and elite rule</li> <li>▪ Some minorities may feel excluded and marginalised under a system, of representative democracy</li> </ul> <p>Threshold level 2 – We expect that limited reference is made to at least two criticisms of representative democracy.</p> <p>Threshold level 3 – We expect that clear reference is made to at least three criticisms of representative democracy</p>	
<b>Level 3 5-7 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2 3-4 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1 0-2 Marks</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>AO2</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to evaluate and explain the different criticisms</li> </ul>	
<b>Level 3 3 Marks</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 2 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1 1 Mark</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

<b>No. 1c</b>	<b>Assess the various measures, other than electoral reform, that have been suggested to improve democracy in the UK.</b>
<b>AO1</b>	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>Several suggestions have been made which aim to improve representative democracy in the UK, these have both advantages and disadvantages.</p> <p>Increased use of referendums  On the positive side these will increase levels of education, participation and legitimacy for major and important decisions and connect the public to political life  On the negative side they eradicate the province of the professional politician and draw out and prolong decision making</p> <p>The introduction of initiatives  On the positive side they will allow the public to draw up the political agenda and address popular issues which professional politicians may avoid. They will also engage and educate the wider public  On the negative side they may trivialise decision making and could unfavourably slant the political agenda with populist items.</p> <p>The introduction of compulsory voting  On the positive side this will increase turnout and improve legitimacy and educate the public.  On the negative side it removes freedom from the public who may wish not to vote</p> <p>The wider use of digital technology  This has the capacity to revolutionise politics with greater and more frequent political connection for the UK citizen  However digital systems may be subject to hacking and fraud and may appear less open and transparent</p> <p>Other methods such as the use of recall, constitutional reforms and lowering of voting age etc may be assessed.</p> <p>Threshold level 2 – we expect to see two specific measures which are briefly explained.</p> <p>Threshold level 3 – we expect to see three specific measures which are clearly explained and developed.</p>	

<b><i>Level 3</i></b> <b>6-8 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b><i>Level 2</i></b> <b>3-5 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b><i>Level 1</i></b> <b>0-2 Marks</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

<b>AO2</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the various suggested means of improving democracy in the UK</li> <li>• Ability to evaluate the problems and consequences of fundamental changes to democracy in the UK</li> </ul>	
<b>Level 3 7-9 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 4-6 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1 0-3 Marks</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>AO3</b>	<b>Communication and coherence</b>
Appropriate vocabulary in this question may include terms such as voter apathy, turnout and other relevant and illustrative terminology.	
<b>Level 3 6-8 Marks</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2 3-5 Marks</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1 0-2 Marks</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

<b>No.2a</b>	<b>What is the link between elitism and pressure groups?</b>
Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge</i> )	
<p>The term elitism has a specific meaning or link when applied to pressure group activity, it may include aspects of the following:</p> <ul style="list-style-type: none"> <li>• Elitism refers to the distribution of power in society and pressure groups exercise power in the political framework.</li> <li>• Elitism suggests that some pressure groups may be more important or influential than others as power is unevenly distributed.</li> <li>• It could be that the group has greater connection than others or that it has greater wealth which may afford certain pressure groups more power.</li> <li>• It posits the notion that some groups will be excluded from the policy process as a consequence of their lack of power.</li> <li>• Overall elitism assumes that there is a 'power struggle' in political activity with winners and losers</li> <li>• Elitism contradicts pluralist theory as regards pressure groups with more even distribution of power.</li> </ul>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• <b>1 mark for</b> a link accurately identified</li> <li>• <b>Up to 3 marks for</b> a more detailed or developed link which shows an expansive, comprehensive knowledge and understanding.</li> </ul>	

<b>No. 2b</b>	<b>Explain three ways in which pressure groups exert influence.</b>
<b>AO1</b>	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>Pressure groups exert influence in several ways:</p> <ul style="list-style-type: none"> <li>• They can openly protest by going on marches and demonstrations to raise the profile of the group and the issue they are concerned about</li> <li>• They can make targeted protests to individuals or groups, by writing letters and signing petitions</li> <li>• Pressure groups such as Trade Unions can withdraw their labour and go on strike</li> <li>• Some 'insider' pressure groups can articulate and voice their concerns to those in power</li> <li>• Direct actions is a means of influence for some pressure groups who are not afraid to break the law</li> <li>• Pressure groups may also use the courts to seek redress</li> </ul> <p>Threshold level 2 – We expect that limited reference is made to at least two ways in which pressure groups exert influence.</p> <p>Threshold level 3 – We expect that clear reference is made to at least three ways in which pressure groups exert influence.</p>	
<b>Level 3</b> <b>5-7 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2</b> <b>3-4 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1</b> <b>0-2 Marks</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>AO2</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the various ways pressure groups exert influence.</li> </ul>	
<b>Level 3</b> <b>3 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2</b> <b>2 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1</b> <b>1 Mark</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No.2c	To what extent is pressure group power in decline?
AO1	Knowledge and understanding
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>The nature and extent of pressure group power is subject to contested debate.</p> <p>Those who argue that pressure group power is in decline cite amongst other reasons the following:</p> <ul style="list-style-type: none"> <li>• The decline of dominance of corporatism – in that major decisions were reached amongst the consensus arrived at between the government, the TUC and the CBI. Since 1979 and the dominance of free market ideas pressure groups have seen their power decline. In essence governments have become stronger and pressure groups weaker.</li> <li>• This point is re-enforced with the economic downturn since 2008 where many pressure groups have not been able to counter-act the cuts which have been made to government spending</li> <li>• Rising numbers does not equate to rising power. Although some pressure groups have increased in size –this is characterised by the term ‘chequebook membership’ where members simply pay subscriptions but are not active or engaged in the political process.</li> </ul> <p>However, on the other hand those who argue against the decline in pressure group power cite the following:</p> <ul style="list-style-type: none"> <li>• Pressure group membership now dwarves political party membership. Witnessing the eclipsing of political parties as an agent of change</li> <li>• This has resulted in a huge growth in cause/promotional groups and the accompanied rise in political activism to secure certain objectives</li> <li>• An increase in the number and scope of access points has seen pressure groups more enabled to achieve their outcomes – this includes wider political activity with new regional governance and the wider use of the Courts in judicial review.</li> </ul> <p>Both aspects of the debate must be discussed in order to reach Level 3.</p> <p>Threshold level 2 – we expect to see three arguments advanced for and/or against the notion of declining pressure group power.</p> <p>Threshold level 3 – we expect to see four arguments advanced which are clearly explained and reflect the balance of evidence for <b>and</b> against declining pressure group power.</p>	

<b><i>Level 3</i></b> <b>6-8 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b><i>Level 2</i></b> <b>3-5 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b><i>Level 1</i></b> <b>0-2 Marks</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

<b>AO2</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the contested nature of pressure group power</li> <li>• Ability to evaluate and contrast which side of this debate can be considered more important.</li> </ul>	
<b>Level 3 7-9 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 4-6 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1 0-3 Marks</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>AO3</b>	<b>Communication and coherence</b>
Appropriate vocabulary in this question may include terms such as insider/outsider group, cheque book members and corporatism amongst other pertinent political terminology.	
<b>Level 3 6-8 Marks</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2 3-5 Marks</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1 0-2 Marks</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

<b>No.3a</b>	How does factionalism apply to political parties?
Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge</i> )	
<p>Factionalism is a term which has application to political parties, it involves:</p> <ul style="list-style-type: none"> <li>• Reference to the different groupings within political parties</li> <li>• These factions have distinct principles which stress certain aspects of the broad set of policy and ideas of the political party</li> <li>• For example in the Conservative Party one section is the Eurosceptics who are guarded concerning the UK's further integration into the EU</li> <li>• In the Labour Party factions can be said to exist between the Blairites or modernisers and the more traditional elements in the party</li> <li>• In the Liberal Democrat Party there are factions classed as social liberals and the faction known as the Orange Book group.</li> </ul>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• <b>1 mark for</b> a point clearly described</li> <li>• <b>Up to 3 marks for</b> a more detailed or developed point which shows expansive, comprehensive knowledge and understanding.</li> </ul>	

<b>No. 3b</b>	<b>Identify THREE functions of political parties</b>
<b>AO1</b>	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>Political parties have several functions to perform in a political system, some of these include:</p> <ul style="list-style-type: none"> <li>• A role to represent the views and beliefs of large sections of society and to act in their interests. Today the major political parties can be said to be 'catch all' parties in that they do not exclusively appeal to one class or group and attempt to create a broad class attraction.</li> <li>• A role to engage and assist participation in society, including any elections. Citizens can join political parties and contribute to their structure and ultimately policy formulation.</li> <li>• Recruiting, developing, and selecting the next generation of political leaders.</li> <li>• A role to hold government office and wield power by managing the country. The process of government in the UK is made possible by organised political parties.</li> <li>• A role to create policy and ideas. Political parties are the creators of new policy innovations to ensure a progressive society in many areas such as economic and social policy. A party manifesto is a reflection of this function.</li> <li>• A role to educate and inform the general public. Political parties role is to stimulate open debate and to raise political awareness of issues and events</li> </ul> <p>Other functions may be advanced.</p> <p>Threshold level 2 – We expect that limited reference is made to at least two functions of political parties.</p> <p>Threshold level 3 – We expect that clear reference is made to at least three functions of political parties.</p>	
<b>Level 3 5-7 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2 3-4 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1 0-2 Marks</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

<b>AO2</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>Ability to analyse and explain with clarity the functions performed by political parties.</li> </ul>	
<b>Level 3 3 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 2 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1 1 Mark</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

<b>No.3c</b>	To what extent has the Conservative Party abandoned Thatcherism?
<b>AO1</b>	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>In 1975 Mrs Thatcher became leader of the Conservative Party, in 1979 she became Prime Minister and was in that post until November 1990. Her political ideas and policy had a profound impact on the party. After three successive defeats by Labour from 1997 until 2005 David Cameron became leader and promised to move the party into a new direction one in which its past ideas and policies would be reviewed.</p> <p>To this end certain Thatcherite views were abandoned</p> <ul style="list-style-type: none"> <li>• A drive for a more inclusive society questioning such ideas as ‘There is no such thing as society’ rejecting Thatcherite individualism</li> <li>• A more compassionate view of society offering to create social inclusion, the ‘hug a hoodie’ approach relaxing attitudes towards those less fortunate in society</li> <li>• A move to the previous mantra of One Nation conservatism which stress the duty of the haves in society to feel the need to help the have-nots</li> <li>• A more understanding and tolerant view of alternative lifestyles and personal choices. Accepting same sex unions and support for minorities</li> <li>• A willingness to accept the Constitutional changes made and to reform the constitution further</li> <li>• Thatcherite policies have been reduced as a product of the compromise of coalition government and sharing power with the Liberal Democrats</li> </ul> <p>However to an extent certain Thatcherite policies have remained in place</p> <ul style="list-style-type: none"> <li>• A firm belief in the free market solutions to solve economic problems. Supply side oriented not Keynesian demand stimulation</li> <li>• Anti trade union positions and by contrast favouring the business community thus listening more to the needs of business rather than labour</li> <li>• A clear Eurosceptic approach to the EU as seen by the use of the Veto in 2011 concerning the Euro</li> <li>• A lack of moral concern or compassion as the government cuts back on public services and certain benefits</li> <li>• A willingness to tax the better off as lightly as possible, seeing this section as the wealth creators for the rest of society.</li> </ul> <p>Both aspects of the debate must be discussed in order to reach Level 3.</p> <p>Threshold level 2 – we expect to see three arguments advanced for and/or against the debate about the abandonment of Thatcherism.</p> <p>Threshold level 3 – we expect to see four arguments which are clearly explained and advanced for <u>and</u> against the debate about the abandonment of Thatcherism. An even balance is not required as long as both sides are addressed.</p>	

<b>Level 3 6-8 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2 3-5 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1 0-2 Marks</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>AO2</b>	<b>Intellectual skills</b>
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> <li>• Ability to analyse and consider both aspects of the debate</li> <li>• Ability to evaluate the nature and scope of the contested viewpoints and draw considered conclusions from this debate.</li> </ul>	
<b>Level 3 7-9 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 4-6 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1 0-3 Marks</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>AO3</b>	<b>Communication and coherence</b>
Appropriate vocabulary in this question may include terms such One nation, supply side economics, Eurosceptic and other pertinent illustrative terminology.	
<b>Level 3 6-8 Marks</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2 3-5 Marks</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1 0-2 Marks</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

<b>No.4a</b>	<b>Outline how the single transferable vote operates.</b>
Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge</i> )	
<p><b>This system is essentially a means of avoiding wasted votes and acts to transfer the vote to put it to effective use, it has the following features:</b></p> <ul style="list-style-type: none"> <li>• <b>Voters rank their preferences in numerical order</b></li> <li>• <b>Constituencies normally/often contain 5 – 9 elected representatives</b></li> <li>• <b>Voters can choose (and rank) between candidates from the same party</b></li> <li>• <b>To gain election a candidate has to reach a quota of votes, this is calculated after all the votes have been cast</b></li> <li>• <b>The calculation made is known as the Droop formula</b></li> <li>• <b>A process of redistributing votes take place, where those with excess first preferences are elected and those with fewest votes are redistributed.</b></li> </ul>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• <b>1 mark for</b> each aspect accurately identified</li> <li>• <b>Up to 3 marks for</b> a more detailed or developed aspect which shows an expansive, comprehensive knowledge and understanding.</li> </ul>	

<b>No. 4b</b>	Using examples distinguish between a two-party system and a multi-party system.
<b>AO1</b>	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>A two party system has the following features</p> <ul style="list-style-type: none"> <li>• Two major parties dominate the political system each having a realistic chance of gaining power/office</li> <li>• One of these two parties can secure adequate representation to govern alone</li> <li>• One party is victorious with the other forming the official opposition</li> <li>• Office holding between the two parties regularly and systematically alternates</li> <li>• Other parties may exist but these 'minor' parties have low representative strength</li> <li>• An example would be the Westminster system in the UK which has been characterised for much of the 20<sup>th</sup> Century as having a two party system. Other examples may be cited.</li> </ul> <p>A multi-party system has the following features</p> <ul style="list-style-type: none"> <li>• More than two parties are effective competitors for power and will have realistic chance of enjoying power</li> <li>• The outcome of an election is the sharing of power in a coalition</li> <li>• Power with parties tends to have greater fluctuations and new parties can more easily gain representative power</li> <li>• The distinction between major and minor parties is harder to maintain and establish</li> <li>• Office holding can and does change at election time but it is often the case that existing coalitions fold and new administrations form in between elections</li> <li>• Many countries in Continental Europe have multi party systems; Italy is one example of many. In the UK we could cite the nature of the party systems in the devolved regional assemblies.</li> </ul> <p>Threshold level 2 – We expect that limited reference made to a feature of each party system and at least one example is provided.</p> <p>Threshold level 3 – We expect clear reference made to at least two features of each party system and an example of each is provided.</p>	
<b>Level 3</b> <b>5-7 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2</b> <b>3-4 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1</b> <b>0-2 Marks</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

<b>A02</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to explain each particular party system</li> </ul>	
<b>Level 3</b> <b>3 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2</b> <b>2 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1</b> <b>1 Mark</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

<b>No.4c</b>	Should 'first past the post' continue to be used for elections of the House of Commons?
<b>AO1</b>	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>First past the post is used for elections to the House of Commons. Those who argue it should be retained and continue in operation cite the following:</p> <ul style="list-style-type: none"> <li>• With FPTP strong government emerges which can carry out its manifesto pledges</li> <li>• Stable government also emerges which is not prone to break up and lasts its full term in office</li> <li>• FPTP is a system which keeps out extremists who may damage the democratic system</li> <li>• A clear working link between an MP and a geographical area which connects communities to central politics</li> <li>• A system which is seen as effective by the public given the outcome of the referendum in 2011</li> <li>• A system which is simple to use and understand</li> <li>• A system which delivers results with speed and accuracy</li> </ul> <p>However it has been argued that first past the post should not be retained and this claim is based on the following:</p> <ul style="list-style-type: none"> <li>• FPTP can be said to produce wasted votes</li> <li>• MPs are elected with less than 50% of the vote in their constituency</li> <li>• Turnout and thus legitimacy improves under systems of PR</li> <li>• In systems other than FPTP all parties can gain a fair level of representation for the percentage of the vote they receive</li> <li>• The above means a fair share for minor parties and a levelling of the winners bonus enjoyed by the two major parties.</li> <li>• Thus if FPTP was abandoned another system may produce a more representative House of Commons</li> <li>• FPTP can deliver perverse results such as parties gaining power with less votes than the opposition</li> </ul> <p>Other systems may be used for comparison although it is not necessary to reach level 3.</p> <p>Both aspects of the debate must be discussed in order to reach Level 3.</p> <p>Threshold level 2 – we expect to see three arguments advanced for and/or against the retention of FPTP</p>	

Threshold level 3 – we expect to see five arguments which are clearly explained and advanced for and against the retention of FPTP. An even balance is not required as long as both sides are addressed.

<b>Level 3</b> <b>6-8 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 2</b> <b>3-5 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 1</b> <b>0-2 Marks</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<b>A02</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the implications and consequences of the system of first past the post for the House of Commons</li> <li>• Ability to evaluate how retention or removal of the above system will have a political impact</li> </ul>	
<b>Level 3 7-9 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 4-6 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1 0-3 Marks</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>A03</b>	<b>Communication and coherence</b>
Appropriate vocabulary in this question may include terms such as voter turnout, wasted votes, safe seats and other pertinent illustrative terminology.	
<b>Level 3 6-8 Marks</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<b>Level 2 3-5 Marks</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<b>Level 1 0-2 Marks</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

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