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Edexcel

Mark Scheme (Results)

Summer 2018

**Pearson Edexcel GCE Government and Politics
(6GP01) Paper 1**

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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.1(a)

Using examples, outline **two** ways in which insider groups differ from outsider groups

Indicative content (*The following does not exhaust relevant points or appropriate knowledge*)

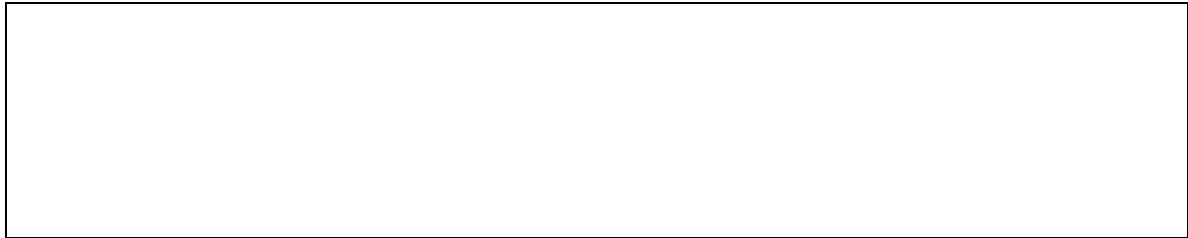
One way of classifying pressure groups developed by Wyn Grant was the outsider and insider division, these can differ in the following ways:

- Insider groups have a clear working relationship with the government as a result of which they may be consulted on policy issues, whereas outsider pressure groups do not have a close working relationship with the government and will not be consulted by the government. An example of an insider working with the government would be the NFU, an outsider would be PETA or Anonymous UK
- Insider groups commonly work with political parties and aim to influence policy openly (or covertly) from within the party whereas outsider groups often oppose mainstream political parties and are more independent. The CBI has close links with the Conservative Party, the Trade Unions work closely with the Labour Party. In contrast outsider groups such as Fathers4justice have no close party links.
- As a result of the fact that insider groups work with the government they abide by the basic rules of the established political process whereas outsider groups may be more willing to break the law to achieve their aims. The CBI adheres to the legal process, as does the BMA, however outsider groups such as NAVS will take illegal action
- Insider pressure groups have a tendency to follow common or mainstream political objectives whereas outsider groups are more inclined to be at the radical edge of politics fighting less common and more controversial topics. Insider groups such as the British Bankers Association and The National Trust identify with topical issues, outsider groups such as the Million Mask March and certain Deep Green Pressure Groups are more tangential to mainstream politics.

AO1

Knowledge and understanding

- **1 mark** for an aspect of the distinction between insider and outsider groups which is accurately identified.
- **Up to 3 marks for** a more detailed or developed description ***of a particular difference between insider and outsider groups*** which shows an expansive, comprehensive knowledge and understanding accompanied with accurate and relevant examples.
- If no accurate examples are provided the maximum possible mark is 3.
- To achieve full marks, accurate examples of **both** insider and outsider pressure groups must be provided.



No. 1(b)	Explain three ways in which pressure groups improve the democratic process.
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AO1	Knowledge and understanding
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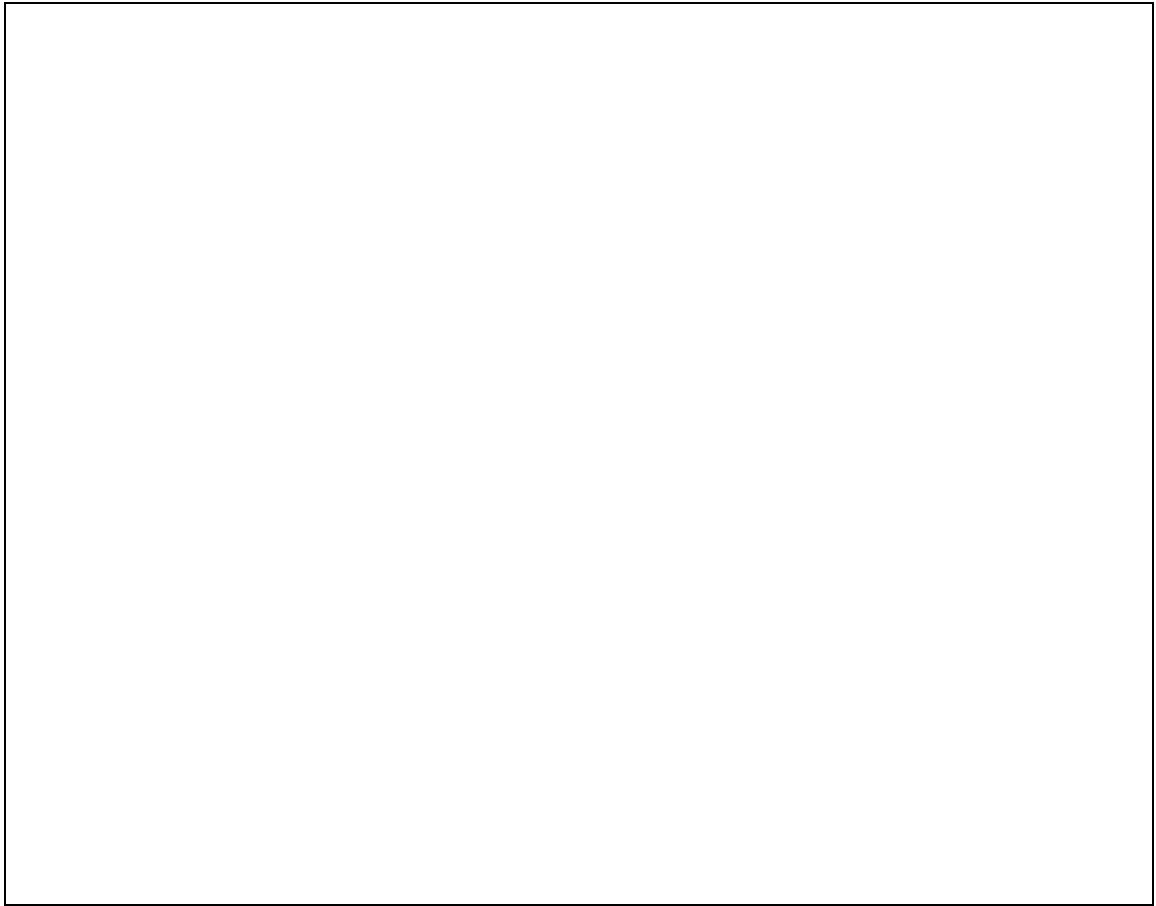
Key knowledge and understanding (*This is not an exhaustive account of relevant points*)

Pressure groups are a key feature of systems of representative democracy, they can be said to improve the democratic process in the following ways these include:

- They provide an additional method of participation between elections, for instance a General Election only occurs usually now every 5 years, but pressure group activity can be constant. Pressure groups work via social media platforms (such as 38 Degrees) and mobilise democratic activity.
- They allow a wide range of opinions to be articulated and advanced and new ideas to form which advance democratic dialogue, where political parties amalgamate options pressure groups diversification allows for wider choice
- Pressure groups support governments by providing expertise and knowledge surrounding specific topics.
- Pressure groups educate and inform the public. They allow the public to be better informed and offer alternative insight into issues and events
- Pressure groups protect minorities and support a more inclusive and pluralist society.
- Pressure groups provide an avenue of scrutiny and accountability.

A threshold Level 2 response will typically exhibit the following features:
At least 2 ways must be covered, showing understanding of how pressure groups improve the democratic process.

A threshold Level 3 response will typically exhibit the following features:
3 ways must be covered, showing clear and comprehensive understanding of how pressure groups improve the democratic process.



Level 3 5-7 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-4 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
A02	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> • Ability to evaluate and explain the various ways pressure groups improve democracy 	
Level 3 3 Marks	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 2 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 1 Mark	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

1(c)	To what extent is pressure group success primarily dependent on membership?
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>Those who argue that membership is the primary factor for pressure group success may argue the following: :</p> <ul style="list-style-type: none"> • Membership is important in terms of gaining a mass following which those in power cannot ignore. If a pressure group attracts the support of a wide section of the public the government will respond – as it did when it abandoned the selloff of the Forestry Commission in 2011 • A high membership offers other benefits – especially wealth which follows. Affluent pressure groups such as the RSPCA and NFU can advertise and gain members; wealth from large membership thus aids the continuance of success. • If a pressure groups can attract members with ‘celebrity status’ this may raise the profile of the group and aid its success • Membership is not only relevant in terms of size but in terms of nature. Pressure groups with a membership that is primarily middle class, educated and with professional experience, such as the BMA, tend to be more effective. <p>However there are those who argue that membership is not necessarily the primary factor for success and cite the following:</p> <ul style="list-style-type: none"> • The attitude and ideological views of the government may be more forceful than that of the members of the pressure group, for instance the Thatcher and Major governments ignored the protests of various pressure groups – most notably Trade Unions. • Governments have also ignored large scale protests carried out by pressure groups – most notably the protests of the ‘Stop the War’ campaign against the Blair government did not alter the decisions taken by the government • Pressure group success can be seen not to be about size of the group or the nature of its members but the information and power which it has. For example, this accounts for the success of the British Bankers Association. • Success of pressure groups also revolves around capturing the media – and as such is subject to events and personalities <p>A threshold Level 2 response will typically exhibit the following features: A limited understanding of arguments on both sides of the debate about the primacy of membership, or a clear development of one side of the debate.</p>	

A threshold Level 3 response will typically exhibit the following features: A clear developed understanding of the debate about the primacy of membership, showing balance.	
Level 3 6-8 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-5 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
A02	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> Ability to analyse and explain the various reasons which underpin success for pressure groups. 	
Level 3 7-9 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 4-6 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 0-3 Marks	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
A03	Communication and coherence
The answer displays an appropriate vocabulary which makes effective use of key political terminology and principles.	
Level 3 6-8 Marks	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 3-5 Marks	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 0-2 Marks	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No.2(a)	Outline two ways by which political parties promote participation
Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)	
<p>Political parties can be said to be essential for democracy by promoting participation, they fulfil this by:</p> <ul style="list-style-type: none"> • Selecting and training candidates to stand in various levels of elections who may go on to become office holders. • Encouraging open political debate and dialogue about a range of policies and ideas and formulating these ideas for government • Educating the public on contemporary issues in order for them to become politically active • Providing alternatives and choice for people to vote and participate • Encouraging members to campaign by leafletting, canvassing etc. <p>Other 'ways' may be advanced and developed.</p>	
AO1	Knowledge and understanding
<ul style="list-style-type: none"> • 1 mark for each 'way' accurately identified • Up to 3 marks for a more detailed or developed description of a particular 'way' which shows expansive, comprehensive knowledge and understanding. 	

No. 2(b)	Using examples, explain the difference between consensus and adversary politics.
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>There are clear differences between consensus and adversary politics; it is not about coalition governments. These differences may include:</p> <ul style="list-style-type: none"> • Consensus politics builds on widespread common/shared ideological grounds between the main parties. One clear example of consensus politics would be the period after 1945 until the late 1970s built around a commitment to a mixed economy and the welfare state (MEWS) and was termed Butskellism. Whereas adversary politics is characterised by a lack of common ideological synergy between the major parties. The best example of adversary politics came in the 1980s and in particular the 1983 election between the free market option of the Conservatives under Mrs Thatcher and the socialism proposed by Michael Foot and the Labour Party. • Consensus politics invariably mean that electoral battles between the major parties are on minor issues of management and delivery not core principles. After 1997 and up to 2015 there was a widespread agreement over key issues of state. Whereas adversary politics means that major policy differences are fought over with significant different options for the country to follow, the current Labour Party under Jeremy Corbyn shows a marked policy departure from the current government. • Consensus politics means that the country does not embark on significant or seismic changes of direction – but often a continuance of the status quo. This was seen with changes of government from the 1950s to the 1970s. Whereas adversary politics offers a radical paradigm and often a break with continuity of policy. The election of Mrs Thatcher in 1979 saw a sea change in policy options. • Adversary politics, although distinct from adversarial politics, can be seen as linked to an adversarial system in that major policy divides often prompt a more confrontational style. In contrast, consensus politics can foster more compromise and cooperation. 	
Threshold guidance	
At level 2 the response will contain Limited understanding of the difference between consensus and adversary politics with limited use of relevant examples.	
At level 3 the response will identify Clear understanding of the difference between consensus and adversary politics with clear use of relevant examples of both.	

Level 3 5-7 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-4 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
A02	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> • Ability to analyse and explain the difference between consensus and adversary politics 	
Level 3 3 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 2 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 1 Mark	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No.2(c)	Is the current Labour Party influenced more by Old Labour than by New Labour?
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>The current Labour Party is a product of both New and Old Labour, there is a debate as to which element is currently more influential. Those who feel that Old Labour is in ascendancy may cite the following:</p> <ul style="list-style-type: none"> • The election and re-election of Jeremy Corbyn seeks to re-connect Labour to its traditional principles. This was arguably an acceleration of a process begun under Ed Milliband. • Corbyn's Labour supports greater economic intervention and to nationalise industries such as the railways. Labour's 2017 manifesto also revisited more traditional values on taxation and welfare, and the Third Way mantra of Blair and Brown has been downplayed • Old Labour now also dominates the party's national executive and, through 'Momentum', much of the grass roots of the party • Old Labour is less inclined to join the US in foreign or overseas wars. As such the Labour Party has been more cautious on Syria than it was on Iraq. <p>However there are those who feel that New Labour remains in the ascendancy cite the following:</p> <ul style="list-style-type: none"> • Tony Blair created the 'New Labour' project and re-defined the party. Some of his changes, such as the new Clause IV, remain in place. • The parliamentary party and wider membership, despite the re-election of Jeremy Corbyn, remains divided, manifested in issues like Syria, Trident, and Brexit • Despite a more successful showing than expected, Labour still failed to win the 2017 general election and made fewer gains than anticipated in the 2018 local election. This may prompt Labour to revisit New Labour values. • Even under Corbyn, Labour's position remains relatively moderate compared to both 1945 and 1983. For example, the proposals on renationalisation and taxation are relatively modest. <p>A threshold Level 2 response will typically exhibit the following features: A limited understanding of arguments on both sides of the debate about the Labour Party, or a clear development of one side of the debate.</p> <p>A threshold Level 3 response will typically exhibit the following features: A clear developed understanding of the debate about the Labour Party, showing balance.</p>	

Level 3 6-8 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-5 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
A02	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> • Ability to analyse and explain the difference between Old and New Labour 	
Level 3 7-9 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 4-6 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 0-3 Marks	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
A03	Communication and coherence
The answer displays an appropriate vocabulary which makes effective use of key political terminology and principles.	
Level 3 6-8 Marks	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 3-5 Marks	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 0-2 Marks	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

3a	Outline the meaning of the term 'party system' as used in the UK.
Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)	
<p>The term party system as applied to the UK has the following characteristics:</p> <ul style="list-style-type: none"> • The term 'party system' concerns the relationship between parties and specifically how many parties have a realistic chance of attaining power. • There have been several types or categories of party system which is said to exist in the UK • The most common type of party system ascribed to the UK is that of a 'two party' system – where in reality two parties realistically compete for power – other parties may exist but only two have a realistic chance of winning power • Other systems such as one-party dominant, two and a half party system and multi-party systems have also been identified as fitting the UK model either in Westminster or in the devolved assemblies. • There can be a link between electoral systems and party systems - FPTP, for example, is often seen as leading to a two party system 	
'AO1	Knowledge and understanding
<ul style="list-style-type: none"> • 1 mark for a correct and accurate point • Up to 3 marks for a more detailed or developed point which shows expansive, comprehensive knowledge and understanding. 	

No. 3(b)	Explain the meaning and significance of the mandate
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>A mandate is being granted permission to act and linked closely to the operating practice in representative democracy. This can include:</p> <ul style="list-style-type: none"> • The right to form a government after winning an election • Some see the mandate as granting permission over specific areas established in the manifesto. • Others see the mandate as a full licence to act as government and take whatever actions are required. This is sometimes described as a 'doctor's mandate' <p>Ways in which this can be seen as significant may include:</p> <ul style="list-style-type: none"> • Under Salisbury Convention, the House of Lords will not contest legislation that was in the governing party's manifesto. • A mandate may be questioned depending on the size of the winning party's popular vote and/or parliamentary majority. This can particularly apply to coalitions and minority governments. • There has been debate over whether the mandate belongs to the party or to the Prime Minister personally, particularly if the Prime Minister changes between elections • Events and circumstances change what was previously promised in the manifesto and are not held to account for this lapse <p>At level 2 the response will contain Limited understanding of the meaning and significance of the mandate.</p> <p>At level 3 the response will identify Clear understanding of both the meaning and significance of the mandate.</p>	
Level 3 5-7 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-4 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
AO2	Intellectual skills
Intellectual skills relevant to this question	

<ul style="list-style-type: none"> • Ability to analyse and explain the mandate and its significance 	
Level 3 3 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 2 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 1 Mark	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No.3(c)	Assess the advantages and disadvantages of three different electoral systems used in the UK.
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AO1	Knowledge and understanding
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Key knowledge and understanding (*This is not an exhaustive account of relevant points*)

Several different voting systems are in operation in the UK, each of which are said to have specific disadvantages, in turn these include:

- First past the post (FPTP) is said to create governments who do not earn 50% of the vote, and it simply exaggerates the winning party's tally of seats. It is also grossly unfair to small parties. However, the disadvantages are arguably worth the benefits which FPTP brings in creating strong government able to implement change.
- The Additional Member System (AMS) main disadvantages are that it creates two types of MP – one constituency based and one from the party list and that furthermore the list representative has no local accountability or presence. However even accepting these disadvantages it is an improvement on the unfairness of FPTP, and has helped to avoid a dominant party system in Scotland and Wales.
- Single Transferable Vote (STV) with its high level of proportionality virtually rules out a stable single party government emerging, in addition the calculation and transference can take a long period of time – and the process is not well understood by the electorate. However, given these faults it presents a true and accurate picture of how citizens voted, and has been an important part of the peace process in Northern Ireland
- The Closed Regional Party List extends far too much power to the parties at the expense of the individual candidates. In addition the links between representatives are lost as the boundaries are vast. However the system is truly proportional and an accurate reflection of the votes cast.
- Supplementary Vote (SV) and the Alternative Vote (AV) are both in use in the UK – both are majoritarian systems and so ensure that the victor has greater support. However where they have been used they do not show increased turnouts.

A threshold Level 2 response will typically exhibit the following features:
A limited assessment of the advantages and disadvantages of at least two different electoral systems used in the UK.

A threshold Level 3 response will typically exhibit the following features:
A clear assessment of the advantages and disadvantages of three different electoral systems used in the UK.

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Level 3 6-8 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-5 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
AO2	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> Ability to analyse and explain the advantages and disadvantages of various electoral systems used in the UK. 	
Level 3 7-9 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 4-6 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 0-3 Marks	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
AO3	Communication and coherence
The answer displays an appropriate vocabulary which makes effective use of key political terminology and principles.	
Level 3 6-8 Marks	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 3-5 Marks	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 0-2 Marks	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No.4(a)	State three factors that influence the timing of a General Election
Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)	
<p>The timing of a General Election can be influenced by several factors, these include:</p> <ul style="list-style-type: none"> • Through the application of the Fixed Term Parliaments Act on a 5 year fixed time period • Through the passing of a (2/3) vote in the House of Commons under the terms of the Fixed Term Parliaments Act • A General Election can be delayed during periods of war or other national crisis • A vote of 'no confidence' if lost by the incumbent government can trigger a General Election under the terms of the Fixed Term Parliaments Act • A newly appointed Prime Minister may attempt to call a General Election to ensure a personal mandate (e.g 2017) 	
AO1	Knowledge and understanding
<ul style="list-style-type: none"> • 1 mark for each factor accurately identified • Up to 2 marks for a more detailed or developed description <i>of a particular factor</i> supported by expansive, comprehensive knowledge and understanding. • Candidates who do not refer to the Fixed Term Parliaments Act cannot achieve more than 3 marks 	

No. 4(b)	Explain three differences between direct and representative democracy
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>There are several key differences between direct and representative democracy.</p> <ul style="list-style-type: none"> • In direct democracy participation is continuous and active in that the people are constantly involved in decision making whereas in representative democracy participation is much more limited • In direct democracy there is no need for a separate cohort of professional politicians as there is no distinction in society between the decision makers and the public whereas a representative democracy requires politicians to operate the system • In direct democracy there are no elections, whereas representative democracy requires elections to select office holders and representatives. • In direct democracy there is no requirement for organised political parties to present a platform of ideas and policy whereas representative democracy relies heavily on organised political parties for both policy and ideas and also to supply office holders. • Direct democracy is feasible when the decision making assembly can meet and debate, operating direct democracy on a large scale for millions over a large terrain becomes impossible whereas representative democracy is practically feasible in modern society. <p>A threshold Level 2 response will typically exhibit the following features: At least 2 differences must be covered, showing understanding of direct and representative democracy.</p> <p>A threshold Level 3 response will typically exhibit the following features: 3 differences must be covered, showing clear and comprehensive understanding of direct and representative democracy.</p>	
Level 3 5-7 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-4 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

AO2	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> Ability to explain the various differences between direct and representative democracy 	
Level 3 3 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 2 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 1 Mark	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No.4(c)	To what extent are compulsory voting and lowering the voting age the best ways to improve participation in the UK?
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>Compulsory voting and lowering the voting age are two ways by which political participation could be increased in the UK - all with potential benefits and drawbacks. These include:</p> <ul style="list-style-type: none"> • Introducing compulsory voting. This would enhance the legitimacy of the elected officials and governments. • Voting can be seen as a duty, not simply a right, in a representative democracy • Lower the voting age from 18 to 16. This brings political rights in line with a similar range of duties and entitlements. It would widen the franchise and bring in the importance of politics at a younger age. • A lower voting age would force politicians to take more notice of the concerns of young people • Lowering the voting age for the 2014 Scottish independence referendum was seen to be a success <p>However it can be noted that the above two methods are not necessarily the best way to improve participation:</p> <ul style="list-style-type: none"> • Some argue that maturity has not been attained at 16 and furthermore the overall turnout rates may fall given that younger voters are less likely to vote. • A principle of representative democracy is choice. Choice to vote or not and there also being a realistic choice to make at the ballot box. • An alternative could be increasing the use of referendums and launching initiatives. This would offer more opportunities to be involved in making political decisions. However participation levels may drop once the process has begun. • Another option could be to implement various forms of digital democracy. This makes it easier for citizens to be involved in public life - participation via a smart phone or electronic device is a more cost-effective mechanism than voting in elections or referendums. However this presents security challenges. • Other alternatives for improving participation in the UK may be discussed. <p>A threshold Level 2 response will typically exhibit the following features: A limited understanding of arguments on both sides of the debate about improving participation in the UK, or a clear development of one side of the debate.</p> <p>A threshold Level 3 response will typically exhibit the following features:</p>	

A clear developed understanding of the debate about improving participation in the UK, showing balance.	
Level 3 6-8 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 3-5 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
AO2	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> Ability to evaluate the various options for enhancing participation in the UK 	
Level 3 7-9 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 4-6 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 0-3 Marks	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
AO3	Communication and coherence
The answer displays an appropriate vocabulary which makes effective use of key political terminology and principles.	
Level 3 6-8 Marks	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 3-5 Marks	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 0-2 Marks	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

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