



Pearson
Edexcel

Mark Scheme (Results)

October 2020

Pearson Edexcel GCE
In Politics (8PL0)
Paper 2: UK Government

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Autumn 2020

Publications Code: 8PL0_02_2010_MS

All the material in this publication is copyright

© Pearson Education Ltd 2020

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.

Guidelines for marking Questions 1a and 1b

Marks are awarded for AO1 only.

Marks are awarded for showing depth of knowledge and understanding.

Question number	AO1 10 Marks	
1(a)	<p>The House of Lords is a revising chamber and can amend non-finance legislation.</p> <p>The House of Lords holds the government to account through committees, debates and questions.</p> <p>The House of Lords debates major issues of the day with very experience members drawing on their expertise.</p> <p>The House of Lords provides detailed scrutiny of secondary legislation.</p> <p>The House of Lords can also initiate legislation.</p> <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	AO1 10 Marks
1(b)	<p>The constitution is contained in one document.</p> <p>Constitutional law is difficult to change as it is entrenched.</p> <p>Codified constitutions usually contain a Bill of Rights and usually include a separation of powers.</p> <p>Political institutions, such as parliament are bound by the constitution.</p> <p>The judiciary, in the form of some type of supreme court, has the power to interpret the constitutionality of law and the actions of office holders.</p> <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.

Guidelines for marking Questions 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 judgement or reaching any form of conclusion (AO3).

Question number	AO1 5 Marks Indicative content	AO2 5 Marks Indicative content
2	<p>Individual ministerial responsibility applies to the conduct of individual ministers.</p> <p>Individual ministers can be held responsible for failure of a department's policy; improper personal conduct; or mistakes of officials.</p> <p>Collective cabinet responsibility is a convention which applies to ministers supporting the agreed government policy.</p> <p>Ministers may resign if they can no longer support government policy (or may be sacked if they speak out against it).</p>	<p>This convention aims to ensure high standards of behaviour of ministers in their personal and professional capacities.</p> <p>Amber Rudd resigned after she misled Parliament over the failure of the department's policy: the Home Office treatment of the Windrush generation; Michael Fallon and Damien Green resigned over allegations of improper personal conduct. Chris Grayling remained in post despite failures in his department which shows the inconsistencies in how the convention operates in practice.</p> <p>This convention aims to ensure a cohesive government line on policy and strong government.</p> <p>Several ministers resigned from May's cabinet over Brexit as they could no longer support government policy: David Davis, Dominic Raab, Boris Johnson, Esther McVey.</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.

Guidelines for marking Questions 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 & 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	AO1 Marks Indicative content	AO2 5 Marks Indicative content	AO3 5 Marks Indicative content
3	No AO1 marks awarded for this question.	<p>The sources agree that parliament has little influence over the executive.</p> <p>The sources agree that it is easy for to block PMBs.</p> <p>The sources disagree on whether electronic voting should be introduced.</p>	<p>We can conclude that Parliament has too little influence to hold government to account; or we can conclude that Parliament should not have more influence than it currently does as this allows for strong government and avoids gridlock.</p> <p>We can conclude that it is too easy for individual MPs or the government to block PMBs as important legislation has been introduced in this way; or we can conclude that it is not too easy for individual MPs to stop a PMB in its tracks.</p> <p>We can conclude that electronic voting would save valuable time which could be used more productively; or we can conclude that MPs use the division lobbies to network and discuss topical issues.</p>

		The sources disagree on whether the Commons should meet periodically outside London.	We can conclude that assembling the Commons to meet in different cities across the UK would re-connect MPs with the whole of the UK; or we can conclude that it is costly and unnecessary for the Commons to meet outside of London, and MPs already represent the different parts of the UK through their constituency link
--	--	--	--

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.

Guidelines for marking the essay questions

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 conclusion.

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 one pre-1997 prime minister and one post-1997 prime minister in (4a) cannot achieve marks beyond level 3.

Candidates who do not refer to *refer to both the Executive and Parliament* in (4b) cannot achieve marks beyond level 3.

Candidates who do not mention any synoptic points cannot achieve marks beyond level 4. Where there is no synopticity this will limit the A01.

Other valid responses are acceptable.

Question number	AO1 (10 Marks)	AO2 (10 Marks)	AO3 (10 Marks)
<p>4a</p>	<p>Points for the view</p> <p>Large majorities in the Commons increase a PM's power.</p> <p>A PM's power is strengthened when faced by a weak opposition in parliament.</p> <p>A PM's power is strengthened when they have a united parliamentary party.</p> <p>PMs with large majorities are more likely to dominate the Lords.</p>	<p>Analysis for the view</p> <p>Prime ministers such as Thatcher and Blair who commanded large Commons majorities were powerful PMs.</p> <p>A weak and/or divided opposition in parliament can strengthen a PM's power, e.g. Thatcher in the early 1980s; Blair in his first two terms.</p> <p>When the governing party's parliamentary party is united the PM's power is increased.</p> <p>The Lords is less likely to be able to obstruct a PM with a large majority as they have a clear mandate to implement their policies</p>	<p>Conclusions and judgement for the view</p> <p>We can conclude that the power of a Prime minister comes mainly from their dominance over Parliament.</p> <p>We can form a judgement that the state of the opposition in parliament has a significant impact on prime ministerial power. This shows that the power of a Prime minister comes mainly from their dominance over Parliament.</p> <p>We can conclude that this shows that PMs with united parliamentary parties are more able to dominate Parliament and that this increases their power.</p> <p>We can conclude that the unwillingness of the Lords to obstruct a PM's government that has a large majority shows that the PM's power comes mainly from their dominance over Parliament.</p>

	<p>(candidates may choose which two PMs they use to illustrate their answers, as long as one is post 1997 and one pre 1997)</p> <p>Points against the view</p> <p>The power of PMs springs from their dominance over the executive.</p> <p>PMs can marginalise their cabinets to increase their power.</p> <p>Collective responsibility strengthens a PM's power over the executive.</p>	<p>Analysis against the view</p> <p>When PMs dominate their cabinets, this provides a stronger and united front to parliament, public and media, which increased the PM's power.</p> <p>PMs such as Blair used so called 'sofa politics' to take important decisions outside of full cabinet. This increased their power over the executive.</p> <p>Cabinet and government are expected to support government policy or ministers are expected to resign/ be sacked. This strengthens the power of PMs over the executive.</p>	<p>Conclusions and judgement against the view</p> <p>We can conclude that PMs that dominate their cabinets are able to exercise more power to achieve their ends.</p> <p>We can form a judgement that this shows that PMs can increase their power over the executive through by-passing full cabinet in order to achieve their ends.</p> <p>We can conclude that this shows that the convention of collective responsibility enables PMs to dominate the executive and exercise power.</p> <p>We can form a judgement that this shows that a PM's power is limited when they have powerful rivals in their cabinets and that therefore their power is largely</p>
--	---	---	---

	Cabinets with 'big beasts' can weaken a PM's room for manoeuvre.	Cabinets with very powerful ministers such as Gordon Brown can severely limit a prime minister's power, which shows the importance of their relationship with the executive.	determined by their relationship with the executive.
	<p>Candidates may refer to the following synoptic links:</p> <ul style="list-style-type: none"> • Effect of FPTP in (generally) producing large government majorities and executive dominance of parliament; • Impact of policy division within government and/or parliamentary oppositions; • Role of the media in reporting a PM's achievements and the media image of PMs. 	•	

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-6	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).

Level 2	7-12	<ul style="list-style-type: none">• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1).• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).
---------	------	---

Level 3	13-18	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which 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 concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).
Level 5	25-30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1). • Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).

Question number	AO1 (10 Marks)	AO2 (10 Marks)	AO3 (10 Marks)
<p>4(b)</p>	<p>Points for the view</p> <p>The Supreme Court was established by the Constitutional Reform Act (CRA) of 2005.</p> <p>Judges can make a declaration of incompatibility under the Human Rights Act.</p> <p>The Supreme Court hears judicial reviews which concern government decision-making.</p> <p>In the 'Brexit' (Miller) ruling the Supreme Court ruled against the executive.</p>	<p>Analysis for the view</p> <p>The CRA and the Human Rights Act (HRA) gave the Supreme Court a role and the judiciary additional powers to challenge legislation and the decisions of the executive.</p> <p>Although this concerns legislation passed by parliament, in effect it is challenging decisions made by the executive (as it is the government that usually sponsors legislation).</p> <p>There has been an increase in the number of judicial reviews, which consider the lawfulness of government decisions and show the Supreme Court's influence over the executive.</p>	<p>Conclusions and judgement for the view</p> <p>We can conclude that the impact of the Constitutional Reform Act has been to increase the Supreme Court's influence over the executive.</p> <p>We can conclude that the power to challenge government decisions under the Human Rights Act shows that the Supreme Court has more influence over the executive.</p> <p>We can form a judgement that the increase in judicial reviews and the willingness of the Supreme Court to rule decisions as ultra vires shows us that it exercises more influence over the executive than over Parliament.</p>

	<p>Points against the view</p> <p>Parliament is challenged by declarations of incompatibility.</p> <p>The Supreme Court's ruling in the 'Brexit' (Miller) case and the judgement on Johnson's prorogation of Parliament both had a huge influence on Parliament.</p> <p>Declarations of incompatibility are rare.</p>	<p>The Supreme Court ruled against the executive and in favour of parliamentary sovereignty in the Miller case. This was a hugely important judgement against the executive.</p> <p>Analysis against the view</p> <p>The Supreme Court exercises influence over Parliament when making a declaration of incompatibility, and this provides a challenge to parliamentary sovereignty.</p> <p>The Supreme Court rulings had a very significant influence on Parliament, strengthening its role in the Brexit process (at the expense of the executive).</p> <p>The Supreme Court issued only three declarations of incompatibility between 2010-15.</p>	<p>We can conclude that this ruling shows that the Supreme Court exercises more influence over the executive in favour of parliament.</p> <p>Conclusions and judgement against the view</p> <p>We can conclude that this shows that the Supreme Court has more influence over Parliament.</p> <p>We can form a judgement that this shows that the Supreme Court has more influence over Parliament, than over the executive.</p> <p>We can conclude from this low number of declarations that the Supreme Court has less influence over Parliament.</p>
--	--	--	--

	Supreme Court rulings on judicial reviews do not directly affect Parliament.	When the Supreme Court rules on ultra vires it is challenging the actions of government.	We can conclude from this that the Supreme Court has less influence over Parliament, than over the executive
	<p>Candidates may refer to the following synoptic links:</p> <ul style="list-style-type: none"> • Lack of a mandate for a minority government and/or a government with a small majority in the Commons and the role of the Supreme Court in this situation, e.g. over 'Brexit'; • Role of the media in reporting Supreme Court cases, e.g. around Brexit, including Johnson's proroguing of Parliament; <p>Rights in context.</p>	•	

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-6	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).

Level 2	7-12	<ul style="list-style-type: none">• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1).• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).
---------	------	---

Level 3	13-18	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which 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 concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).
Level 5	25-30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1). • Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).

