



# Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE

In Politics (8PL0)

Paper 1: UK 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.

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

<b>Question number</b>	<b>Indicative content</b>
<b>1(a)</b>	<p><b>AO1 (10 marks)</b></p> <p>Candidates may refer to the following functions of a manifesto:</p> <ul style="list-style-type: none"> <li>• They act as a formal document to outline in detail the policy choices of a political party</li> <li>• The party ties its ideological views to the practical policy it wishes to implement</li> <li>• The electorate can make their decision for which political party to vote for from consideration of party manifestoes</li> <li>• If a political party wins an election it can claim its mandate and authority to govern from the contents of its manifesto and it becomes an action list for an incoming government</li> </ul> <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"> <li>• Demonstrates limited knowledge and understanding of political institutions, processes, concepts, theories and issues.</li> <li>• Makes superficial links of knowledge and understanding to a particular context.</li> <li>• Uses a narrow range of knowledge and understanding to support arguments/ideas.</li> </ul>
Level 2	4-7	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues.</li> <li>• Makes some effective links of knowledge and understanding to a particular context.</li> <li>• Uses a broad range of knowledge and understanding to support arguments/ideas.</li> </ul>
Level 3	8-10	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues.</li> <li>• Makes fully-effective links of knowledge and understanding to a particular context.</li> <li>• Uses a comprehensive range of knowledge and understanding to support arguments/ideas.</li> </ul>

Question number	Indicative content
1(b)	<p><b>AO1 (10 marks)</b></p> <p>Candidates may refer to the following features of a minority government:</p> <ul style="list-style-type: none"> <li>• It is a government which is formed without commanding a majority of MPs in the House of Commons</li> <li>• It often occurs after an indecisive general election which has no clear victor or after MPs have defected from the party they have been elected to</li> <li>• It may have to rely on other political parties for issues of 'supply and confidence' as the DUP with the government of Teresa May</li> <li>• Passing major and significant legislation may be difficult if the government has no clear working majority</li> </ul> <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"> <li>• Demonstrates limited knowledge and understanding of political institutions, processes, concepts, theories and issues.</li> <li>• Makes superficial links of knowledge and understanding to a particular context.</li> <li>• Uses a narrow range of knowledge and understanding to support arguments/ideas.</li> </ul>
Level 2	4–7	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues.</li> <li>• Makes some effective links of knowledge and understanding to a particular context.</li> <li>• Uses a broad range of knowledge and understanding to support arguments/ideas.</li> </ul>

Level 3	8-10	<ul style="list-style-type: none"><li>• Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues.</li><li>• Makes fully-effective links of knowledge and understanding to a particular context.</li><li>• Uses a comprehensive range of knowledge and understanding to support arguments/ideas.</li></ul>
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## **Section B**

<b>Guidelines for marking Questions 2</b>
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**Marks are awarded for AO1 and AO2 only**

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

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

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



Question number	Indicative content	
	AO1 (5 marks)	AO2 (5 marks)
2	<ul style="list-style-type: none"> <li>Labour came to power after a long time out of office, the party had a full 'rebranding'</li> <li>Often governments which have been in office for a long time appear tired and weak</li> <li>The Labour Party changed core ideas and alienated its former key partners</li> <li>Events conspired against Labour and despite changing ideas and brand they ultimately fell from office</li> </ul> <p>Accept any other valid responses.</p>	<ul style="list-style-type: none"> <li>This rebranding made Labour more electable and changed their image</li> <li>Governments become complacent and lack fresh ideas and appeal after dominating politics for a lengthy period – this could be said to apply to Labour</li> <li>What Labour was doing was reaching out to wider society and not concentrating solely on the working class support</li> <li>The economic fault line has impact on all parties</li> </ul> <p>Accept any other valid responses</p>

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

### **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.**

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

**Accept any other valid responses.**

Question number 3	Indicative content	
	AO2 (5 marks)	AO3 (5 marks)
	<p><b>Candidates may refer to the following comparative analytical points (AO2) when assessing the similarities and differences in the source:</b></p> <ul style="list-style-type: none"> <li>• A similarity is that both writers feel that the rehabilitation of prisoners into society is important but that both writers appreciate that public opinion is set against this.</li> <li>• They both agree that the ECHR has not got a favourable audience in the UK</li> <li>• However they disagree on the nature of voting – Crook believes that it is a fundamental human right and not a privilege now recognised by some devolved nations whereas Aitken thinks it is a privilege which is lost when an individual breaks the law</li> <li>• Both disagree about the potential impact of voting on prisoners. Crook believes it to</li> </ul>	<p><b>Candidates may refer to the following comparative evaluative points (AO3) when assessing the similarities and differences in the source:</b></p> <ul style="list-style-type: none"> <li>• We can reach the verdict that it is in the long run interest of all that prisoners are rehabilitated and that they break out of the cycle of offending and reintegrate into society also we can conclude that public opinion has a closed mindset as regards the worth and value of prisoners.</li> <li>• We can form a clear judgement that public hostility to Europe and the ECHR is a dominant view held by many</li> <li>• Two possible conclusions are reached here by adopting polar opposite views. Voting is seen as a right which cannot be taken away – or – a right which is earned and cannot be absolute. We judge whether law breaking has to entail the restriction of voting along with other restrictions such as freedom/liberty</li> <li>• Once again we can arrive at one of two possible conclusions: Either that extending voting rights to</li> </ul>

	be instrumental in engaging prisoners and making them better citizens whereas Aitken has little faith that voting has such transformative powers upon prisoners	prisoners better them and thus society and it is important to them – or we judge Aitken's view that it is not that important to prisoners and there are more vital items on their horizons
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>Limited comparative analysis of political information with partial logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2).</li> <li>Makes superficial evaluation of political information, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated and unjustified conclusions (AO3).</li> </ul>
Level 2	4–7	<ul style="list-style-type: none"> <li>Mostly focused comparative analysis of political information with clear, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2).</li> <li>Constructs mostly relevant evaluation of political information, constructing mostly focused arguments and judgements, many which are substantiated and lead to some specific conclusions, that are sometimes justified (AO3).</li> </ul>
Level 3	8–10	<ul style="list-style-type: none"> <li>Consistent and sustained comparative analysis of political information, with coherent logical chains of reasoning, drawing on similarities and differences within political information, which make convincing connections between ideas and concepts (AO2).</li> <li>Constructs coherent and sustained evaluation of political information, constructing effectively substantiated arguments and judgements, which are consistently substantiated and lead to precise conclusions that are fully justified (AO3).</li> </ul>

## **Guidelines for Marking Essay Question**

### **AO1 (10 marks)**

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

### **AO2 (10 marks)**

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

### **AO3 (10 marks)**

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

Candidates must consider both views in their answers in a balanced way.

The judgement a candidate reaches about these views should be reflected in their conclusions.

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

Other valid responses are acceptable

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
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4a 'Pressure groups are now much more important than political parties to the voting public.'  
How far do you agree with this view concerning the relative importance of pressure groups and political parties in the UK?

#### Points in agreement

AO1	AO2	AO3
The public now turn to pressure groups before political parties for policy change	We can see this is the growing membership and number of pressure groups and the declining numbers who join political parties	Governments of all types have to bow to the concerted efforts and numbers in pressure groups and change their policy – we can conclude this as they wish to gain election/re-election
Political parties are creaking under the pressure of decisions and unified policy agreement	We can see that membership of the EU has weakened the power of parties as internal divisions create disunity	Membership of the EU is one of many issues which divide parties but we can conclude that pressure groups offer a bespoke policy with clarity
Many members of the public view membership of pressure groups as more important and influential than voting	This point may be reinforced if a person lives in a safe seat where their vote makes no difference to the outcome	We can conclude that pressure group membership gives a greater sense of political connectivity than voting in some cases
Pressure groups can specialise in policy areas whereas political parties have to be generalists	A political party presents a set of promises in a manifesto – not all may agree on the entire contents, whereas a pressure group does not have to compromise on its core aims	This clarity and precision in policy makes pressure groups more attractive and thus more influential to the voting public

#### Points in disagreement

AO1	AO2	AO3
It is political parties that have power when they enter government not pressure groups	Pressure group power is not to control but only to influence. The final decision making rests with parties	We can conclude that political parties can and do ignore pressure groups from the Stop the War campaign to The Peoples Vote. Having political power as parties do have is more important to the

		public than the influence which pressure groups have
The public see pressure group membership and action as a form of protest – a way to cajole parties – the public do not view them as a replacing or being more important than parties.	At election time we have seen pressure groups at times contest elections – but they have not broken out of type and enjoyed electoral success.	We can conclude that contesting elections is a 'bridge too far' for pressure groups – and their important is not in contesting but simply influencing voters for their favoured party
Pressure group power is often relative, that is to say it changes with public opinion and time.	In analysing pressure group importance we would have to drill down to each topic area concerned. A Conservative government has little connection to the trade unions whereas a Labour government has a different relationship with them.	We can see that some pressure groups see their star fall whilst others see their fortunes rise. In the 1980's the importance of environmental pressure groups rose whereas the power of organised labour with trade unions fell. Pressure groups which align with the mantra of a party in power will enjoy more success – those pressure groups who oppose a strong government have limited influence and the voting public are aware of this.
Pressure groups lose power and influence with the voting public as often we see pressure groups in direct competition (pro and anti hunting) and we also see pressure groups fragment without a cohesive approach – such as the diversity in environmental pressure groups.	A multiplicity of pressure groups on one topic or competing pressure groups voices can undermine their importance to the voting public	It is rare when pressure groups unite and form an 'umbrella' type of approach which confronts political parties (such as the campaign against the selloff of the Forestry Commission). In contrast political parties can divide and rule where pressure groups are less well organised and disciplined

Level	Mark	Descriptor
	0	No rewardable material.



Level 1	1–6	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1).</li> <li>• Limited analysis of aspects of politics with partial logical chains of reasoning, which make simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many of which are descriptive (AO3).</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Some emerging analysis of aspects of politics with some focused, logical chains of reasoning, which make some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some appropriate evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially unsubstantiated and lead to generic conclusions, without much justification (AO3).</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Mostly focused analysis of aspects of politics with logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly focused arguments and judgements, many are substantiated and lead to some focused conclusions, that are sometimes justified (AO3).</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Focused analysis of aspects of politics with logical chains of reasoning, which make relevant connections between ideas and concepts (AO2).</li> <li>• Constructs relevant evaluation of aspects of politics, constructing focused arguments and judgements, which are substantiated and lead to focused conclusions that are mostly justified (AO3).</li> </ul>
Level 5	25–30	<ul style="list-style-type: none"> <li>• Demonstrates comprehensive and precise knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1).</li> <li>• Consistent and sustained analysis of aspects of politics, with coherent, logical chains of reasoning, which make convincing connections between ideas and concepts (AO2).</li> <li>• Constructs coherent and sustained evaluation of aspects of politics, constructing effectively substantiated arguments and judgements, which are consistently substantiated and lead to precise conclusions that are fully justified (AO3).</li> </ul>

4b 'No matter which electoral system is used in the UK the outcomes remain broadly similar.'

How far do you agree with the view that election results are not significantly influenced by the electoral system use

**Points in agreement**

<b>A01</b>	<b>A02</b>	<b>A03</b>
The major political parties still dominate all elections held throughout the UK	Westminster elections prove this where governmental power has in large part been claimed by the Labour and Conservative parties	We can conclude that the odds are stacked against parties other than Labour or Conservative.
Many voters are put off voting or may vote tactically because of FPTP	In safe seats under FPTP this frustrates many voters who feel that their votes are worthless	This we can conclude reduces voter turnout and thus the ability to produce a more representative outcome
New voting systems in Wales and Scotland continue to reflect the dominance of a two party system	AMS has meant Wales has been dominated by Labour and in Scotland it has been a two way fight between the SNP and Labour	We can come to a verdict that all electoral systems are focused around a binary or two party battle
The SV system used in London Mayoral elections is still a fight with the two major parties	The major organised political parties have an in-built electoral advantage whatever the system used	It is easy and logical to reach a verdict that successfully fighting elections depends on sound finance – for advertising and getting a message across. Hence money not the system used is more important. The major parties have this.

**Points in disagreement**

<b>A01</b>	<b>A02</b>	<b>A03</b>
Outcomes for all elections are now much less predictable than in the past	Recent years have seen coalition and minority governments where parties have to make deals after an uncertain result is declared.	Hence voting even under FPTP is not producing stable and predictable results – outcomes are much more fluid and variable

Electoral systems do matter – the best example of this is the use of STV in NI	The choice of STV was designed to ensure power sharing – and that power share has seen changes from the UUP to the DUP and from SDLP to Sinn Fein	The choice of STV for NI was significant and an important component of the Good Friday Agreement – we have not seen identical results but we have seen results which have popular acceptance
The rise and prominence of nationalist parties the SNP and PC have been accommodated by AMS	In these elections which some may see as ‘second tier’ voters feel free to abandon traditional voting patterns and are thus less inhibited in voting choices which renders the outcomes less predictable	One could reach a verdict that these alternative systems have not gone well for the Labour Party – once dominant in Scotland but now outshone by the SNP
Rise of third parties such as UKIP have arisen and this has seen UKIP gain success in EU elections but not in Westminster elections. Also the recent victory of the Brexit Party. The first London Mayor Ken Livingstone was not a member of a party but secured the post	Preferential voting as used in SV and the closed party list does make a difference.	We can conclude that different elections combined with different electoral systems produce differing outcomes

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Level 3	13–18	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Mostly focused analysis of aspects of politics with logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly focused arguments and judgements, many are substantiated and lead to some focused conclusions, that are sometimes justified (AO3).</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Focused analysis of aspects of politics with logical chains of reasoning, which make relevant connections between ideas and concepts (AO2).</li> <li>• Constructs relevant evaluation of aspects of politics, constructing focused arguments and judgements, which are substantiated and lead to focused conclusions that are mostly justified (AO3).</li> </ul>

Level 5	25–30	<ul style="list-style-type: none"> <li>• Demonstrates comprehensive and precise knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1).</li> <li>• Consistent and sustained analysis of aspects of politics, with coherent, logical chains of reasoning, which make convincing connections between ideas and concepts (AO2).</li> <li>• Constructs coherent and sustained evaluation of aspects of politics, constructing effectively substantiated arguments and judgements, which are consistently substantiated and lead to precise conclusions that are fully justified (AO3).</li> </ul>
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