



**Pearson
Edexcel**

Mark Scheme (Results)

Summer 2018

Pearson Edexcel GCE in Politics (8PL0) 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.

Politics mark scheme

Assessment Objectives

Students must:	
A01	Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues
A02	Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences.
A03	Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions.

Section A

Guidelines for marking Questions 1a and 1b
<p>Marks are awarded for A01 only.</p> <p>Marks are awarded for showing depth of knowledge and understanding.</p>

Question number	Indicative content
1(a)	<p>AO1 (10 marks)</p> <p>Candidates may refer to the following main features of direct democracy:</p> <ul style="list-style-type: none"> • It operates with the continuous participation of citizens • It does not require representatives or elections as the citizens are the decision-makers • Decision are reached on the basis of achieving a majority which confer legitimacy • Referendums, initiatives and recall powers • Features of the Athenian model of direct democracy may be cited <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 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 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 ideas.

Question number	Indicative content
1(b)	<p>AO1 (10 marks)</p> <p>Candidates may refer to the following key functions of General Elections:</p> <ul style="list-style-type: none"> • They serve to provide representatives for 650 regions in the UK • They are devices that hold the incumbent government to account for its actions and performance in office • They allow UK citizens to be involved in political life • They are opportunities for competing political parties to offer choice in policies and alternatives for the UK population • They provide both a mandate and thus legitimacy to the victor <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 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 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 ideas.

Section B

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	Indicative content	
2	AO1 (5 marks)	AO2 (5 marks)
	<ul style="list-style-type: none"> • There is controversy over the Act seeming to favour terrorists and prisoners. • Controversy has erupted both within and between political parties. • There exists controversy as the rights protected can seem vague and contradictory • The HRA is controversial as it deals with rights but avoids the responsibilities that arise in a democratic society, it is as such imbalanced <p>Accept any other valid responses.</p>	<ul style="list-style-type: none"> • Terrorists grabbed the headlines but many ordinary citizens have had their rights protected by the HRA. • In the main the mainstream parties favour the HRA (Labour, Liberal Democrats Greens etc.) only the Conservatives and UKIP have opposition and the Conservative party is not wholly united against it. • It can cause problems if the rights can be interpreted in different ways and if they conflict – such as the right to know competing with the right of privacy. • The UK has a rights-based culture and this does cause tensions as there is no corresponding guidance on what responsibilities must be accepted. <p>Accept any other valid responses.</p>

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

Guidelines for marking 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 3	Indicative content	
	AO2 (5 marks)	AO3 (5 marks)
	<p>Candidates may refer to the following comparative analytical points (AO2) when assessing the similarities and differences in the source:</p> <ul style="list-style-type: none"> • The source has agreement on both sides that education and also maturity are important factors when casting a vote. • The source also agrees that participation is a key ingredient in the UK's democratic political system for a number of reasons. • The source disagrees at what is considers to be the 'correct' age to vote. One side feels that at 16 enough major milestones have been reached and voting matches these. However, the opposite view is that voting still requires more life experience and 18 or even 21 is more appropriate. • The source feels that the experience of Scotland lowering the voting age for the 2014 independence referendum, and now for other Scottish elections, is the way forward, supported by a wide background, however the opposing view rejects this lowering of the franchise. 	<p>Candidates may refer to the following comparative evaluative points (AO3) when assessing the similarities and differences in the source:</p> <ul style="list-style-type: none"> • We can conclude that education is an important factor and the more informed a person is the more they can understand the issues before them. However, there is not an education test for anyone at any age over 18 to be eligible to vote. Political maturity is possibly an individual destination that can have no finite age label. Political and personal judgement will come to some earlier and later than others. • We can reliably conclude that participation is important for democracy, if people do not participate and vote then they disengage from civic society. • Strictly speaking we cannot reach a verdict that if a person is at school then they somehow do not have the ability to vote or are somehow side-lined from the real world. This premise seems difficult to establish. Nor can we ensure an even process for life experiences as these will invariably vary between individuals. • Raising or keeping the voting age at 18 goes against the majority of opinion and we can establish that the momentum is to lower the voting age to come into line with other rights and responsibilities that young adults have in modern society. A broad body of opinion may support this verdict.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> Limited comparative analysis of political information with partial logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). Makes superficial evaluation of political information, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated and unjustified conclusions (AO3).
Level 2	4–7	<ul style="list-style-type: none"> Mostly focused comparative analysis of political information with clear, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). Constructs mostly relevant evaluation of political information, constructing mostly focused arguments and judgements, many which are substantiated and lead to some specific conclusions, that are sometimes justified (AO3).
Level 3	8–10	<ul style="list-style-type: none"> Consistent and sustained comparative analysis of political information, with coherent logical chains of reasoning, drawing on similarities and differences within political information, which make convincing connections between ideas and concepts (AO2). Constructs coherent and sustained evaluation of political information, constructing effectively substantiated arguments and judgements, which are consistently substantiated and lead to precise conclusions that are fully justified (AO3).

Guidelines for Marking Essay Question

AO1 (10 marks)

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

AO2 (10 marks)

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

AO3 (10 marks)

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

Candidates who do not refer to two political parties (4a) or two electoral systems (4b) cannot achieve marks beyond level 2.

Other valid responses are acceptable.

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
4 (a)	<p>Candidates may demonstrate the following (AO1) points:</p> <p>Agreement:</p> <ul style="list-style-type: none"> • The public gain their political information via the media thus successful coverage is important • The media is becoming increasingly important in all its forms, published and broadcast • Vast amount of money is spent by political parties on the media to secure electoral success • The media 'bubble' around politician and political parties is huge. <p>Disagreement:</p> <ul style="list-style-type: none"> • The media is important but there are other factors that need to be considered • These include policies, leaders, the electoral system, 	<p>Candidates may refer to the following analytical (AO2) points:</p> <p>Agreement:</p> <ul style="list-style-type: none"> • The media reports on the progress and success rates of political parties – people are influenced by party performance • Even if newspaper circulation is falling, TV and internet coverage has taken over – more have access to a smartphone than a newspaper • Political parties dare not make a mistake as it will be amplified by the media and could be fatal • A wide range of groups – lobbyists, PGs media owners think that the media is all powerful. <p>Disagreement:</p> <ul style="list-style-type: none"> • Many members of the public have 'pre-formed' political values and the media may not dissuade them • Many claim it is the leader of a party and how they handle 	<p>Candidates may refer to the following evaluative (AO3) points:</p> <p>Agreement:</p> <ul style="list-style-type: none"> • The public are hard on political parties and their leaders who do not have media creditability and competence • The growing connectivity of social media makes this a new and important medium and we can conclude that this will increase in relevance • Look and compare the balance sheet of any political party and success follows those who capture a positive media profile • It would be impossible in the modern age to conduct politics without the media. <p>Disagreement:</p> <ul style="list-style-type: none"> • As such their voting habits rarely change by media influence • An outright hostile media towards Jeremy Corbyn in 2017 did not prevent the Labour Party

	<p>the track record of the political party in power etc.</p> <ul style="list-style-type: none"> • Also the media may be crucial at election time and less important at other stages of the political cycle • Social and partisan factors are more important than the media. 	<p>events and lead rather than how the media treat them</p> <ul style="list-style-type: none"> • The media is fickle and unpredictable, crucial at one moment irrelevant at the next • Social factors such as issue voting are more important than any impact created by the media. 	<p>increasing its vote and the Conservatives declined</p> <ul style="list-style-type: none"> • The media is fickle and simply reflects opinion rather than creating it • The media and especially the press like to think that they are far more important than they actually are.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited analysis of aspects of politics with partial logical chains of reasoning, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many of which are descriptive (AO3).

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

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
4 (b)	<p>Candidates may demonstrate the following knowledge and understanding (AO1):</p> <p>Agreement:</p> <ul style="list-style-type: none"> • New electoral systems introduced after 1997 were viewed a precursor for change at Westminster • In part the new electoral systems were seen as elections for lower tier bodies • Others indicate that the new electoral systems introduced after 1997 were part of the price the Labour Government had to make to engage and get the support of the nationalist parties, as such it was not a trial to end FPTP • For the major part established parties have fared badly under alternative systems and thus halted their wider use at Westminster. 	<p>Candidates may refer to the following analytical (AO2) points:</p> <p>Agreement:</p> <ul style="list-style-type: none"> • It was hoped that if these worked well changing the Westminster system would be easier • As such there was more interest in the process of devolution than surrounding the electoral system • As such if Labour could have kept FPTP for other elections it would have done so • Labour has lost its dominance in Scotland; the Conservatives have not done well in Wales and in Northern Ireland the rise of the more extreme parties was a result. 	<p>Candidates may refer to the following evaluative (AO3) points:</p> <p>Agreement:</p> <ul style="list-style-type: none"> • Although they have operated well – they have not acted to ignite further demand for change • Support has been linked to devolution not the electoral system, no connection has been established • The new electoral system was the price Labour had to pay to implement this part of its agenda • A series of factors of using alternatives to FPTP have failed to enhance its popularity, fear from Labour and the Conservatives, low registration of the desire for change in the public and declining turnout in elections using alternatives to FPTP.

	<p>Disagreement:</p> <ul style="list-style-type: none"> • The case against FPTP still stands for a host of reasons • FPTP has failed to produce one of its claims, that of strong and stable government • The major parties have to review their progress under FPTP • Although turnout increased from its low in 2005 – it is still not as high as in previous years. 	<p>Disagreement:</p> <ul style="list-style-type: none"> • As we see, FPTP created electoral deserts, low turnout and apathy • Coalitions and governments with low working majorities have been the norm since 2010 • For instance Labour has been punished under FPTP in Scotland by the SNP • The Liberal Democrats, the Greens and UKIP suffer from undemocratic discrimination, few seats for the millions of votes they receive. 	<p>Disagreement:</p> <ul style="list-style-type: none"> • There is a crisis of legitimacy for FPTP, fair voting does not exist • If we sacrificed fairness in voting for strong and stable government then we can conclude that this exchange has been broken • If Labour were to lose a third time it may think more critically of the benefits of FPTP • We can conclude that the FPTP system cannot deliver fairness in what is a multi-party system in the UK.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited analysis of aspects of politics with partial logical chains of reasoning, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many of which are descriptive (AO3).
Level 2	7–12	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging analysis of aspects of politics with some focused, logical chains of reasoning, which make some relevant connections between ideas and concepts (AO2). • Constructs some appropriate evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially unsubstantiated and lead to generic conclusions, without much justification (AO3).
Level 3	13–18	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused analysis of aspects of politics with logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly focused arguments and judgements, many are substantiated and lead to some focused conclusions, that are sometimes justified (AO3).
Level 4	19–24	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are selected appropriately in order to underpin analysis and evaluation (AO1). • Focused analysis of aspects of politics with logical chains of reasoning, which make relevant connections between ideas and concepts (AO2). • Constructs relevant evaluation of aspects of politics, constructing focused arguments and judgements, which are substantiated and lead to focused conclusions that are mostly justified (AO3).

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