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Pearson Edexcel Level 3 GCE

Wednesday 07 June 2023

Afternoon (Time: 2 hours)	Paper reference	9PL0/02
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Politics

Advanced

PAPER 2: UK Government and Non-core Political Ideas

<p>You must have: Source Booklet (enclosed)</p>	Total Marks
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Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are **two** sections and you must answer **three** questions:
 - in Section A answer **either** 1(a) **or** 1(b) **and then either** 2(a) **or** 2(b)
 - in Section B answer **either** 3(a) **or** 3(b), 4(a) **or** 4(b), 5(a) **or** 5(b), 6(a) **or** 6(b), 7(a) **or** 7(b).
- Answer the questions in the spaces provided
 - *there may be more space than you need.*

Information

- The total mark for this paper is 84.
- The marks for **each** question are shown in brackets
 - *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ►

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SECTION A
UK GOVERNMENT

Answer ONE question from EITHER Question 1(a) OR Question 1(b) on page 2 and then answer ONE question from EITHER Question 2(a) OR Question 2(b) on page 10.

EITHER

Look at Source 1(a) in the source booklet.

- 1** (a) Using the source, evaluate the view that the UK now needs an entrenched and codified constitution.

In your response you must:

- *compare and contrast the different opinions in the source*
- *examine and debate these views in a balanced way*
- *analyse and evaluate **only** the information presented in the source.*

(30)

OR

Look at Source 1(b) in the source booklet.

- (b) Using the source, evaluate the view that power lies mainly with the Prime Minister rather than Cabinet.

In your response you must:

- *compare and contrast the different opinions in the source*
- *examine and debate these views in a balanced way*
- *analyse and evaluate **only** the information presented in the source.*

(30)

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1(a)** ☐ **Question 1(b)** ☐

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QUESTION 2 BEGINS ON THE NEXT PAGE.



AND EITHER

- 2 (a) Evaluate the view that when it comes to fulfilling their respective functions, the House of Lords can be seen as more successful than the House of Commons.

In your answer you should draw on relevant knowledge and understanding of the study of Component 1: UK Politics and Core Political Ideas. You must consider this view and the alternative to this view in a balanced way.

(30)

OR

- (b) Evaluate the view that select committees are the most effective way for the House of Commons to hold the Executive to account.

In your answer you should draw on relevant knowledge and understanding of the study of Component 1: UK Politics and Core Political Ideas. You must consider this view and the alternative to this view in a balanced way.

(30)



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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 2(a) Question 2(b)

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(Total for Question 2 = 30 marks)

TOTAL FOR SECTION A = 60 MARKS



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SECTION B

Non-core Political Ideas

Answer ONE question EITHER (a) OR (b) from the political idea that you have studied.

Anarchism

EITHER

- 3** (a) To what extent is anarchism united in its view of the state?

You must use appropriate thinkers you have studied to support your answer and consider both sides in a balanced way.

(24)

OR

- (b) To what extent do collectivist anarchism and individualist anarchism disagree on economic freedom?

You must use appropriate thinkers you have studied to support your answer and consider both sides in a balanced way.

(24)

(Total for Question 3 = 24 marks)

Ecologism

EITHER

- 4** (a) To what extent is ecologism united in the need for radical change?

You must use appropriate thinkers you have studied to support your answer and consider both sides in a balanced way.

(24)

OR

- (b) To what extent is ecologism divided in its view of the state?

You must use appropriate thinkers you have studied to support your answer and consider both sides in a balanced way.

(24)

(Total for Question 4 = 24 marks)

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Feminism**EITHER**

- 5 (a) To what extent is there more agreement than disagreement within feminism on the economy?

You must use appropriate thinkers you have studied to support your answer and consider both sides in a balanced way.

(24)

OR

- (b) To what extent is there more agreement than disagreement in feminism that the personal is the political?

You must use appropriate thinkers you have studied to support your answer and consider both sides in a balanced way.

(24)

(Total for Question 5 = 24 marks)

Multiculturalism**EITHER**

- 6 (a) To what extent is there more agreement than disagreement within multiculturalism?

You must use appropriate thinkers you have studied to support your answer and consider both sides in a balanced way.

(24)

OR

- (b) To what extent does multiculturalism agree on tolerance?

You must use appropriate thinkers you have studied to support your answer and consider both sides in a balanced way.

(24)

(Total for Question 6 = 24 marks)



Nationalism

EITHER

- 7 (a) To what extent is nationalism united in its views on society?

You must use appropriate thinkers you have studied to support your answer and consider both sides in a balanced way.

(24)

OR

- (b) To what extent is nationalism progressive?

You must use appropriate thinkers you have studied to support your answer and consider both sides in a balanced way.

(24)

(Total for Question 7 = 24 marks)

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- Chosen question number:
- | | |
|---|---|
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| Question 4(a) <input type="checkbox"/> | Question 4(b) <input type="checkbox"/> |
| Question 5(a) <input type="checkbox"/> | Question 5(b) <input type="checkbox"/> |
| Question 6(a) <input type="checkbox"/> | Question 6(b) <input type="checkbox"/> |
| Question 7(a) <input type="checkbox"/> | Question 7(b) <input type="checkbox"/> |

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TOTAL FOR SECTION B = 24 MARKS
TOTAL FOR PAPER = 84 MARKS



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Pearson Edexcel Level 3 GCE

Wednesday 07 June 2023

Afternoon (Time: 2 hours)

Paper
reference

9PL0/02

Politics

Advanced

PAPER 2: UK Government and Non-core Political Ideas

Source Booklet

Do not return this Booklet with the question paper.

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SECTION A

UK Government

Source 1 (a)

Source 1(a) explores the question of whether the UK now needs an entrenched and codified constitution.

The fact that the UK constitution is not clear has made recent political crises worse. The legal status of referendums in relation to parliamentary sovereignty is not obvious. The constitution fails to properly protect fundamental rights; the Human Rights Act is not entrenched and does not have any special protection – the Act could be repealed or updated. The constitution fails to properly detail the position of the devolved bodies as was clearly exposed by Brexit and this risks the UK splitting apart. Some sort of federal arrangement is needed to give entrenched protection to devolution. It is important that the people should write the rules which govern them and be easily able to refer to the laws and principles of the state.

If democracy requires that we write our own constitution, each generation must be given the same opportunity and this would destabilise the constitutional order. Would we really want the devolution settlement, the Human Rights Act, and the electoral system rewritten every two decades? Written constitutions quickly go out of date and the current constitution has shown itself flexible enough to deal with the political crisis created by Brexit. The best way to enable a clear understanding of the constitution is to draft legislation in an accessible fashion, like the Human Rights Act, not codification. Codification also results in divisive questions which don't need to be asked, such as whether or not we should have a monarchy. Finally, codifying the constitution would risk giving too much power to the judiciary by enabling judges to become more involved in our political processes.

(Source based on: <https://constitution-unit.com/2020/01/08/do-we-need-a-written-constitution/>)



Source 1 (b)

Source 1(b) looks at the relationship between the Prime Minister and the Cabinet.

The Cabinet is the senior decision-making body in government. As described by the Cabinet Manual, the Cabinet is 'the ultimate judge of all government policy' and 'decisions made at Cabinet and Cabinet Committee level are binding on all members of the government'.

Yet there is now a general view that Cabinet always agrees decisions already made elsewhere by important ministers, rather than being a setting for real discussion. But this can depend on the approach of the Prime Minister running the discussion. Some argue that key decisions are now taken outside of Cabinet, with different Prime Ministers using Cabinet Committees, bilateral meetings or inner Cabinets of trusted allies and advisers. Added to this, Prime Ministers can use their power to appoint politicians who are loyal and share their ideological preferences and remove opponents from Cabinet. Prime Ministers can also use collective ministerial responsibility to control ministers.

Prime Ministers rely on the support of Cabinet to get their policies delivered and importantly for their job. Powerful ministers may be in a position to block or even reverse the policies of the Prime Minister. In particular, unpopular Prime Ministers, with divided parties, need to maintain a balanced Cabinet and keep ministers on their side. Cabinet resignations, especially from key posts, can weaken the power of the Prime Minister and even force them out of their job. Leaks from ministers to the press about the private discussions of Cabinet can undermine the Prime Minister. The power to hire and fire ministers can be used to reinforce discipline but can work against the Prime Minister by sending rivals to the backbenches. Ministers can also refuse demotions, threatening to resign if not kept in place.

(Source from: <https://www.instituteforgovernment.org.uk/explainers/cabinet>
<https://www.instituteforgovernment.org.uk/explainers/government-reshuffles>)

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