

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in
Government & Politics (6GP03/3A)

Paper 3A: UK Political Issues

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Summer 2016

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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.

**Question
1**

Indicative content (*this is not an exhaustive account of relevant points*)

Candidates should demonstrate an understanding why unemployment is a significant political issue and of the policies of more than one government.

Policies that governments have adopted (how) to limit unemployment may include:

- The working family tax-credit was intended to ensure that people returning to work would not suffer a loss of income.
- The (Flexible) New Deal included a battery of programmes to target unemployment amongst particular vulnerable groups, including the young, disabled, lone parents, and over 50s.
- The Coalition continued and expanded Labour policies that allow the removal of benefits from those unemployed who are deemed not to be actively seeking work, and this has been continued by the Conservatives post 2015.
- Multiple governments have also sought to expand Childcare provision to encourage parents of young children into work.

Reasons why governments seek to limit unemployment may include:

- Unemployment is seen as a key measure of the success of governments' economic policies, and high unemployment figures limit their chance of re-election.
- Unemployment acts as a drag on the economy due to the cost of benefits and re-training.
- Unemployment means that a potentially useful labour force is being underutilised, limiting the potential for growth.
- Unemployment is associated with a range of other social problems including health, housing and crime issues.

Reference to the knock-on effects of general government economic policy on reducing unemployment by promoting growth (e.g. stimulus programmes, debt reduction etc.) should also be credited. However this link must be argued and not merely asserted.

Responses that omit the coalition will not progress beyond level 2.

A threshold Level 2 response will typically exhibit the following features:

A threshold Level 3 response will typically exhibit the following features:

| LEVELS | DESCRIPTORS |
|--|---|
| <p>Level 3 (11-15 marks)</p> | <p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. |
| <p>Level 2 (6-10 marks)</p> | <p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. |
| <p>Level 1 (0-5 marks)</p> | <p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. |

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| Question 2 | |
| Indicative content (<i>this is not an exhaustive account of relevant points</i>) | |
| <p>Candidates should demonstrate awareness that government critics both use statistics to their advantage and/or challenge the legitimacy of the statistics.</p> <p>Reasons that UK crime statistics are politically controversial <u>may</u> include:</p> <ul style="list-style-type: none">• Over-simplification: an overall increase or decrease in crime can often mask a shift between types of crime, or between different areas or demographic groups. This has caused particular controversy recently in relation to sexual crimes and internet fraud• Inaccuracy: there are differences between recorded crime noted by the police and public perceptions of crime, which were a controversial issue during crime commissioner elections. In January 2014, the UK Statistics Authority, the watchdog that oversees the publication of official data, said it could no longer approve crime figures based on information recorded by the police in England and Wales.• Incomparability, linked to lack of transparency: new crimes are regularly created by legislation passed, e.g. anti-terrorism legislation, 'cybercrime'. New Labour reportedly created over 3500 new offences in its first 10 years in power, making it hard to compare figures.• Incorrect causality: Crime Statistics tend to be falsely associated with government policy - the government taking credit or blame for rising or falling crime when the reductions may be unrelated to government policy, as has arguably happened under both Labour and Coalition governments. <p>A threshold Level 2 response will typically exhibit the following features:</p> <p>A threshold Level 3 response will typically exhibit the following features:</p> | |

| LEVELS | DESCRIPTORS |
|--|---|
| <p>Level 3 (11-15 marks)</p> | <p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. |
| <p>Level 2 (6-10 marks)</p> | <p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. |
| <p>Level 1 (0-5 marks)</p> | <p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. |

**Question
3**

Indicative content (*this is not an exhaustive account of relevant points*)

Candidates should show awareness that the changes to academies, coupled with a substantial increase in their numbers, has been a flagship educational policy of the coalition, and has provoked considerable political debate. Reference to free schools is permissible but not essential, as all free schools become academies on their creation.

Arguments in favour of 2010-2015 police on academy schools may include:

- It extended the benefits of academy status to a larger number of schools. These may include greater control over their own management, including staffing and curriculum, and greater investment from sponsors.
- Those who generally support the increased use of market forces in public services would be content that more widespread academy conversion promoted greater innovation and efficiency within education generally.
- Some argue that local education authorities failed to maintain or improve standards, and therefore support removing both their role and their 'top-slicing' of funding.
- The additional introduction of free schools, which automatically become academies on their creation, permit parents and other stakeholders to create schools that specifically fit their requirements.

Arguments against favour of post-2010 academy conversion may include:

- The increasing control and greater funding, including to set up Free Schools, came at the expense of democratic oversight and of schools in the greatest need.
- Larger numbers of schools have been forced to become academies against their will, due to poor Ofsted results, which themselves could be seen as politically driven.
- The rise of 'academy chains' is seen by some as demonstrating a move towards a fully privatised profit-making education system.
- In practice the regime of Ofsted, the Department of Education and the proposed new Regional Commissioners means that the supposed autonomy of the new academies is not a reality.

Content that relates solely to pre-2010 academy conversion should not be credited.

A threshold Level 2 response will typically exhibit the following features:

A threshold Level 3 response will typically exhibit the following features:

| LEVELS | DESCRIPTORS |
|---|---|
| <p><i>Level 3</i> (11-15 marks)</p> | <p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. |
| <p><i>Level 2</i> (6-10 marks)</p> | <p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. |
| <p><i>Level 1</i> (0-5 marks)</p> | <p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. |

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| Question 4 | |
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| Indicative content (<i>this is not an exhaustive account of relevant points</i>) | |
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Candidates should demonstrate awareness that both security and depletion of energy resources, and in particular fossil fuels, has become an important political issue in recent years.

Policies that governments have adopted (how) to tackle the issue of energy resource depletion may include:

- Setting targets for the use of renewable energy, including both wind and solar energy, and subsidising the expansion of this sector.
- Investigating new sources of domestic non-renewable energy, such as fracking for shale gas.
- Continuing the use of nuclear energy through a further generation of nuclear power plants.

Reasons why governments have sought to tackle the issue of energy resource depletion may include:

- The decline in available, economically accessible and profitable stocks of traditional fossil fuels.
- Concerns over energy security given the increased instability in the Middle East.
- A continual increase in demand for energy consumption, particularly in terms of increasing use of both vehicles and technology, despite government efforts to reduce it.
- Continued concerns over carbon emissions from traditional fossil fuel energy sources.

A threshold Level 2 response will typically exhibit the following features:

A threshold Level 3 response will typically exhibit the following features:

| LEVELS | DESCRIPTORS |
|---|---|
| <p><i>Level 3</i> (11-15 marks)</p> | <p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. |
| <p><i>Level 2</i> (6-10 marks)</p> | <p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. |
| <p><i>Level 1</i> (0-5 marks)</p> | <p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. |

**Question
5**

Indicative content (*this is not an exhaustive account of relevant points*)

Candidates should demonstrate awareness that law and order is now often portrayed as an area of political consensus.

Ways in which the major parties agree over law and order policy may include:

- A general consensus over the principle of tackling both crime and the causes of crime.
- Common pursuit of a 'rehabilitation revolution' through increased education in prisons and wider use of community sentences.
- General support for an increase in police powers to tackle terrorism, whilst sharing common concern over the need to balance this with protection of civil liberties.
- Wide agreement on a system of tackling sub-criminal anti-social behaviour, through ASBOs and their successors.
- Cross-party support for reforms to policing, including a shift back to front-line policing, and the increasing use of PCSOs.

Content that addresses disagreements in policy will not be credited.

A threshold Level 2 response will typically exhibit the following features:

A threshold Level 3 response will typically exhibit the following features:

| LEVELS | DESCRIPTORS |
|---|---|
| <p><i>Level 3</i> (11-15 marks)</p> | <p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. |
| <p><i>Level 2</i> (6-10 marks)</p> | <p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. |
| <p><i>Level 1</i> (0-5 marks)</p> | <p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. |

**Question
6**

Indicative content (*this is not an exhaustive account of relevant points*)

Sustainable refers to the ability of a system of universal entitlement to endure, particularly in financial terms. Desirable refers to the 'rightness' of based the system on universal entitlement. Candidates should be aware of the level of political controversy surrounding welfare policy, and should cite a number of specific policy examples in relation to their arguments.

Arguments advanced in support of the premise of the question may include:

- The increasing cost of the universal welfare state, particularly in a time of continuing economic challenge, which represents a significant proportion of UK public spending.
- The 'pensions timebomb' of an older population arguably makes the universal pension entitlement in particular unsustainable in the long term.
- The current entitlement of immigrants from EU countries to benefits can be seen as making the system less sustainable.
- Concerns over the proportion of non-means tested benefits going to those not perceived to 'need' them: removing universal entitlement would allow better targeting of limited resources.
- A brief that an extensive welfare state based on entitlement rather than contribution promotes a dependency culture, whereby it is very difficult for claimants to come off benefits, and many may seek to 'play the system'.

Arguments advanced against the premise of the question may include:

- Governments have acted responsibly in the face of the pensions timebomb, by increasing the state pension age to ensure its sustainability.
- Cutting benefits, which in theory makes the system more sustainable, can be seen as a false economy as it increases other social problems, such as child poverty, homelessness and crime.
- The economic climate arguably makes universal entitlement more important more not less, as an increasing number of families rely on it for survival.
- Restricting universality through means testing has been criticised as impractical and contrary to the founding principles of the welfare state.
- The proportion of claimants taking advantage of the system is arguably small and unrepresentative.

Candidates who do not explicitly discuss both sustainability and desirability cannot achieve level 3.

A threshold Level 2 response will typically exhibit the following features:

A threshold Level 3 response will typically exhibit the following features:

| | |
|---------------------------------|--|
| AO1 | Knowledge and understanding |
| Level 3 (9-12 marks) | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 2 (5-8 marks) | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 1 (0-4 marks) | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| AO2 | Intellectual skills |
| Level 3 (9-12 marks) | Good to excellent ability to analyse and evaluate political information, arguments and explanations. |
| Level 2 (5-8 marks) | Limited to sound ability to analyse and evaluate political information, arguments and explanations. |
| Level 1 (0-4 marks) | Very poor to weak ability to analyse and evaluate political information, arguments and explanations. |
| AO2 | Synoptic skills |
| Level 3 (9-12 marks) | Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions. |
| Level 2 (5-8 marks) | Limited to sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions. |
| Level 1 (0-4 marks) | Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions. |

| AO3 | Communication and coherence |
|---|---|
| <i>Level 3</i> (7-9 marks) | Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. |
| <i>Level 2</i> (4-6 marks) | Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. |
| <i>Level 1</i> (0-3 marks) | Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. |

Question 7

Indicative content (*this is not an exhaustive account of relevant points*)

Candidates should demonstrate an awareness that a variety of political and economic factors have arguably limited government control of the economy, but that the degree to which this process have impacted government control is still disputed.

Arguments that suggest the UK government no longer exercise meaningful control may include:

- The rise of multinational companies, with significant economic power, arguably limits all governments' ability to control and regulate the economy.
- The sheer scale of global economic and financial forces that have the capacity or overwhelm, and dictate, government policy as happened in the global financial crisis.
- The rise of global technologies, such as the internet, that arguably make national economic borders less relevant.
- The increasing influence of the EU economic regulations and policies. The withdrawal of the government from strategic areas of the economy, as a result of privatisation, with no expectation that this will change.
- The devolving of control over areas such as financial regulations and interest rates to independent bodies such as the Bank of England and FSA.

Arguments that suggest the UK government can exercise meaningful control may include:

- Governments continue to directly control several key economic policy areas including taxation and public expenditure.
- The UK government is a significant player in international bodies that shape and respond to the global economy whilst domestically regulatory agencies and the Bank of England are ultimately answerable to them.
- The financial crisis arguably led to a backlash against the power of multinational companies, making tighter government control of areas such as bonuses and corporate policy more politically acceptable.
- The UK has retained control on monetary affairs, by not joining the Euro, and has consistently resisted proposals for increased co-ordination of fiscal policy across Europe.
- There has been a further shift in political debate since the election of Corbyn as Labour leader, with the possibility of a greater government role e.g. in running the railways and in economic regulation.

A threshold Level 2 response will typically exhibit the following features:

A threshold Level 3 response will typically exhibit the following features:

| | |
|---------------------------------|--|
| AO1 | Knowledge and understanding |
| Level 3 (9-12 marks) | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 2 (5-8 marks) | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 1 (0-4 marks) | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| AO2 | Intellectual skills |
| Level 3 (9-12 marks) | Good to excellent ability to analyse and evaluate political information, arguments and explanations. |
| Level 2 (5-8 marks) | Limited to sound ability to analyse and evaluate political information, arguments and explanations. |
| Level 1 (0-4 marks) | Very poor to weak ability to analyse and evaluate political information, arguments and explanations. |
| AO2 | Synoptic skills |
| Level 3 (9-12 marks) | Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions. |
| Level 2 (5-8 marks) | Limited to sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions. |
| Level 1 (0-4 marks) | Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions. |

| AO3 | Communication and coherence |
|---|---|
| <i>Level 3</i> (7-9 marks) | Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. |
| <i>Level 2</i> (4-6 marks) | Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. |
| <i>Level 1</i> (0-3 marks) | Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. |

Question 8

Indicative content (*this is not an exhaustive account of relevant points*)

Candidates should show awareness that there has been increasing consensus between the major parties on environment policy, but that there remains division both within and between parties on a number of points.

Arguments advanced in support of the premise of the question may include:

- All major parties are committed to meeting international targets on carbon emission and renewable energy.
- Equally there is cross-party consensus on the need for a new generation of nuclear power plants.
- The Green Investment Bank enjoyed cross-party support.
- HS2 was passed by cross-party agreement of the House of Commons in April 2014, which is unusual for any major piece of legislation.
- Other policy areas, such as recycling, promoting public transport, and greener building standards, have also seen little disagreement.
- Environmental groups, such as Greenpeace and Friends of the Earth, has consistently criticised the policies of all three major parties, and on broadly similar grounds of doing 'too little, too late'.

Arguments advanced against of the premise of the question may include:

- There were increasing tensions and cracks within the coalition's energy policy as time went on, particular over renewable energy.
- There have been disagreements both between and within the major parties over major transport infrastructure projects, such as a new runway at Heathrow and HS2, including on environmental grounds.
- Cuts to both energy subsidies and to environmental regulatory bodies during the 2010-2015 coalition government and since, provoked criticism from Labour, albeit as part of a wider political debate about cuts.
- The increase in Fracking has created disagreement between the parties, with elements of both Labour and the Liberal Democrats opposing it.
- Corbyn's election as Labour leader is likely to herald a shift in Labour's environmental policy to a more overtly 'pro' position, at the same time as the removal of the Lib Dems from government is likely to shift the government to a more sceptical one.
- Parties such as UKIP and the Green Party have enjoyed increasing electoral success despite displaying distinctive environmental policies at the opposite ends of the spectrum.

Content related to the environmental policies of the Green Party and UKIP is creditable but is not necessary to secure the highest marks. Extensive reference to at least two of Labour, the Conservatives and the Liberal Democrats is necessary to reach Level 3.

A threshold Level 2 response will typically exhibit the following features:

A threshold Level 3 response will typically exhibit the following features:

| | |
|--|---|
| | |
| AO1 | Knowledge and understanding |
| <i>Level 3</i> (9-12 marks) | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| <i>Level 2</i> (5-8 marks) | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| <i>Level 1</i> (0-4 marks) | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| AO2 | Intellectual skills |
| <i>Level 3</i> (9-12 marks) | Good to excellent ability to analyse and evaluate political information, arguments and explanations. |
| <i>Level 2</i> (5-8 marks) | Limited to sound ability to analyse and evaluate political information, arguments and explanations. |
| <i>Level 1</i> (0-4 marks) | Very poor to weak ability to analyse and evaluate political information, arguments and explanations. |

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| AO2 | Synoptic skills |
| <i>Level 3</i> (9-12 marks) | Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions. |
| <i>Level 2</i> (5-8 marks) | Limited to sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions. |
| <i>Level 1</i> (0-4 marks) | Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions. |
| AO3 | Communication and coherence |
| <i>Level 3</i> (7-9 marks) | Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. |
| <i>Level 2</i> (4-6 marks) | Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. |
| <i>Level 1</i> (0-3 marks) | Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. |

