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Mark Scheme (Results)

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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.

Guidelines for marking Questions 1a and 1b

Marks are awarded for AO1 only

Marks are awarded for showing depth of knowledge and understanding

Question number	Indicative content
1(a)	<p>AO1 (10 marks)</p> <p>Candidates may refer to the following main functions of the 2010 Equality Act:</p> <ul style="list-style-type: none">• It serves to protect people from discrimination in work and in society• Its purpose is to consolidate previous legislation pertaining to discrimination• It widens the coverage of discrimination to now cover age and disability• It places a specific duty on public bodies to abide by set criteria• It protects citizens who have the named protected characteristics, which are; age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex or sexual orientation. <p>Accept any other valid responses.</p>

Level	Mark	AO1 Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes superficial links of knowledge and understanding to a particular context. • Uses a narrow range of knowledge and understanding to support arguments/ideas.
Level 2	4-7	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes some effective links of knowledge and understanding to a particular context. • Uses a broad range of knowledge and understanding to support arguments/ideas.
Level 3	8-10	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes fully-effective links of knowledge and understanding to a particular context. • Uses a comprehensive range of knowledge and understanding to support arguments/ideas.

Question number	Indicative content
1(b)	<p data-bbox="461 256 667 284">AO1 (10 marks)</p> <p data-bbox="461 331 1400 359">Candidates may refer to the following key features of coalition government:</p> <ul data-bbox="510 403 2047 651" style="list-style-type: none"> <li data-bbox="510 403 1346 430">• A government which is formed of more than one political party <li data-bbox="510 440 2011 507">• A government which when comprised of more than one party can command a majority in Parliament in order to pass legislation and command confidence <li data-bbox="510 517 2047 584">• In a coalition policies and priorities are agreed upon and compromises are made – this can be a formal document as the 2010-2015 coalition <li data-bbox="510 593 1469 620">• A coalition usually shares the offices of government and the posts therein <li data-bbox="510 630 1644 657">• The UK had a Conservative -Liberal Democratic coalition government from 2010 to 2015 <p data-bbox="461 699 878 726">Accept any other valid responses.</p>

Level	Mark	AO1 Descriptor
	0	No rewardable material.
Level 1	1-3	<ul data-bbox="595 850 2002 986" style="list-style-type: none"> <li data-bbox="595 850 2002 917">• Demonstrates limited knowledge and understanding of political institutions, processes, concepts, theories and issues. <li data-bbox="595 927 1619 954">• Makes superficial links of knowledge and understanding to a particular context. <li data-bbox="595 963 1671 991">• Uses a narrow range of knowledge and understanding to support arguments/ideas.
Level 2	4-7	<ul data-bbox="595 1034 2047 1169" style="list-style-type: none"> <li data-bbox="595 1034 2047 1101">• Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. <li data-bbox="595 1110 1671 1137">• Makes some effective links of knowledge and understanding to a particular context. <li data-bbox="595 1147 1655 1174">• Uses a broad range of knowledge and understanding to support arguments/ideas.

Level 3	8-10	<ul style="list-style-type: none">• Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues.• Makes fully-effective links of knowledge and understanding to a particular context.• Uses a comprehensive range of knowledge and understanding to support arguments/ideas.
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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 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"> • Marginal seats are crucial to win/hold and secure a government- and gain victory in the general election. • The number of marginal seats is on the increase • Safe seats are not the deciding factor in the outcome of a general election • The number of safe seats is also on the increase <p>Accept any other valid responses.</p>	<ul style="list-style-type: none"> • If a party wishes to secure office it must win these seats, these seats matter more than others and it could be said that votes here are more important • If the number of marginal seats increase this may make it harder to predict the outcome of a general election. Scotland presents a distinct picture as the political party competition is wider. • The battleground is not the safe seats and parties and politicians may ignore these as results there are a foregone conclusion and focus on marginals. Turnout is often higher in marginal seats. • If the number of safe seats increase this may make voting less attractive as voters in these areas may feel they make little difference. <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.

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"> • A similarity is that both pressure groups mentioned use I strategy to form local, national and global links. • Another similarity is that both pressure groups have clear – but different strategies and are driven to achieve their goals • Plane Stupid are happy to use illegal tactics to pursue their objectives – whereas the NFU does not countenance such tactics. 	<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"> • Wider links mean that these groups have greater insight and support. We can conclude that this will bring membership and information about governments across the world and the actions of transnational companies. Also both pressure groups will benefit from local support. • We can conclude that both groups are fully focused on their aims and do not go for compromise – while the NFU has success – failure in the case for Plane Stupid is no deterrent • Plane Stupid relies on and champions illegal actions – concluding that the means justify the ends. By contrast we can conclude that this would never be a tactic deployed by the NFU. It is possible to conclude that insider or outsider status may determine actions in each case • We can conclude that Plane Stupid has abandoned any hope of gaining insider status as it aims are not mainstream – whereas we can conclude that the NFU values insider status and does not seek to jeopardise this

	<ul style="list-style-type: none"> The NFU has clear insider status and has close government links whereas Plane Stupid is an outsider group shunned by the government. Tactics thus change which reflect this status 	status. Furthermore we may conclude that insider status brings success in this example and outsider status does not
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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.

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 media is not a unified organisation and it does not speak with one voice • The broadcasting media has by law to be impartial • New forms of media influence have an uneven and unpredictable affect on the public • The importance of the media is exaggerated as people are influenced more by other factors such as class and age 	<p>Candidates may refer to the following analytical (AO2) points:</p> <p>Agreement:</p> <ul style="list-style-type: none"> • The media in the shape of the press and social media often has competing outlets • Analysing the broadcasting media we can see political parties having equal air time • Social media has more impact on the younger than the older generations. Newspaper readership is in long term decline • The media overestimates its importance and impact –it is dwarfed by other factors influencing the general public 	<p>Candidates may refer to the following evaluative (AO3) points:</p> <p>Agreement:</p> <ul style="list-style-type: none"> • We can conclude that the press and social media may simply reinforce a person’s opinion and not change it • We can conclude that the broadcasting media has a neutral impact – and again supporters of one party or personal views may chose to ignore their rivals and political alternatives • After the 2017 GE the social media was exploited by Labour and the views of the Conservative dominated press largely ignored • We can conclude that the media is just one factor amongst many which influence the general public. It does not have encompassing or

	<p>Disagreement:</p> <ul style="list-style-type: none"> • The general public get their political information from the media • The broadcasting media may be designed to give equal access but this does not mean equal influence • Social media is increasingly important in an emerging digital age. 	<p>Disagreement:</p> <ul style="list-style-type: none"> • The type of media source will change but it is the medium which crucially shapes our views • How well the broadcasting media is used makes a difference by the parties – a well run campaign on a TV debate or broadcast can outshine possible rivals. Also many political parties still detect bias in political coverage • Social media is far more easy to exploit and far cheaper to access, it can also be tailored to distinct sections of the UK public 	<p>overall control over the political environment in the UK</p> <p>Disagreement:</p> <ul style="list-style-type: none"> • We must conclude that whatever the source or type of media, it has a vast impact on the general public and as such radically shapes public opinion in the UK. • Performance differences are vital – look at how New Labour successfully worked the media – and how it backfired with Brown in 2010 over ‘Biggotsgate’. Or the criticism over media handling by May in 2017
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	<ul style="list-style-type: none">• The media has a vast influence on the general public and all political parties know this	<ul style="list-style-type: none">• The majority of the press supported the Conservative Party in 2019 and this was important. The use by all parties of paid professionals to orchestrate their media outlets is crucial	<ul style="list-style-type: none">• We can conclude that types of media may change. Despite the decline in the press the emerging dominance on social media platforms is a very persuasive influence on public opinion• The Sun has claimed repeatedly that it is the deciding factor in shaping peoples opinion and voting views. The major political parties focus on social media outlets is testament to their political impact
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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).

		<ul style="list-style-type: none">• 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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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"> • Referendums far from solving issues have continued to divide the public • Referendums remain in the gift of a few politicians not in the domain of the voting public to facilitate. • Referendums have cut across political parties and sown discontent inside them 	<p>Candidates may refer to the following analytical (AO2) points:</p> <p>Agreement</p> <ul style="list-style-type: none"> • When the outcome is close then it does not provide a solution to the issue and continues division. • The voting public cannot decide when we have referendums nor on what issue. • It is possible to see mainstream parties internally divided and at loggerheads over the outcomes of 	<p>Candidates may refer to the following evaluative (AO3) points:</p> <p>Agreement</p> <ul style="list-style-type: none"> • We can reach a conclusion on these grounds when we see what the impact of the EU referendum has been on the public in the UK. The EU referendum gave scant legitimacy and on-going turmoil • We can reach a verdict that referendums are at the discretion of the few not the many- and are thus undemocratic not beneficial • The internal battles within parties prevent progress on a range of other often more vital political issues

	<ul style="list-style-type: none"> • Referendums set in a binary option do not really benefit political choice for parties or the voting public <p>Disagreement</p> <ul style="list-style-type: none"> • The more widespread use of referendums since 1997 have energised public political debate • With GEs being infrequent referendums provide a huge benefit in engaging the public • There are issues which divide political parties – referendums provides a solution for these instances 	<p>referendums and create more friction.</p> <ul style="list-style-type: none"> • Many issues are far too complex to present in a stark binary choice and this rules out other options which may be more appropriate <p>Disagreement</p> <ul style="list-style-type: none"> • The turnout in the Scottish and EU referendums were higher than for GEs • This means that we move away from a totally representative model to one of direct democracy • Both Labour and Conservatives parties have been split on issues such as the EU 	<ul style="list-style-type: none"> • As such we can conclude that far from providing the best outcome or benefit referendums usher in a compromise which does not address a political problem <p>Disagreement</p> <ul style="list-style-type: none"> • We can conclude that this high turnout provides legitimacy and benefits to the voting public • We can reach a verdict that democracy is about engagement and referendums facilitate this. Referendums can be precise political levers • We can conclude that political parties can live by the result which the public present after a referendum
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	<ul style="list-style-type: none">• We can see that political parties themselves thrive on and are motivated by referendums and they secure a benefit for them	<ul style="list-style-type: none">• We can analyse this point when we look at the rise in popularity of the SNP and UKIP on the back of populist referendums	<ul style="list-style-type: none">• We can conclude that referendums produce different impacts on different parties and many are positive. At their core they engage the voting public and are control mechanisms of political parties – both aspects beneficial for a healthy democracy
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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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