



Pearson
Edexcel

Mark Scheme (Results)

Summer 2018

**Pearson Edexcel GCE Government and Politics
(6GP02) Paper 01**

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2018

Publications Code 6GP02_01_1806_MS

All the material in this publication is copyright

© Pearson Education Ltd 2018

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.

| | |
|--|--|
| No. 1 (a) | With reference to the source why is codification seen as a difficult task? |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding | |
| <p>The source identifies the following reasons why codification is seen as a difficult task such as:</p> <ul style="list-style-type: none"> • The antiquity and continuity of the UK's constitution • The flexibility of the UK's constitution • No major 'trigger' event to create the demand for a codified constitution • Problems associated with parliamentary sovereignty • It is difficult to create a codified constitution which pleases all shades of political opinion | |
| <p>Marks are allocated for each source that is correctly identified.</p> <p>1 mark is awarded if any one area is identified.</p> <p>2 marks are awarded if any one area is identified with some detail.</p> <p>A composite mark is then obtained.</p> | |

| | |
|---|---|
| No. 1 (b) | With reference to the source and your own knowledge, what tensions exist between creating a codified constitution and retaining the principle of parliamentary sovereignty? |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding | |
| <p>There are various tensions which exist between creating a codified constitution and retaining the principle of parliamentary sovereignty, the source notes the following:</p> <ul style="list-style-type: none"> • It will cause political instability • No parliament may bind its successor with any legislation – constitutional laws or otherwise • If we implement a codified constitution parliamentary sovereignty has to be abolished, both cannot exist side by side • Some argue that it is possible to create constitutional arrangements where a codified constitution exists alongside parliamentary sovereignty • It is highly unlikely that a consensus would emerge in parliament (and it has to pass through this body) to become enacted <p>Own knowledge of various tensions between creating a codified constitution and the principle of parliamentary sovereignty may include:</p> <ul style="list-style-type: none"> • Any development or enhancement of the points raised in the source. • It is possible that parliamentary sovereignty can be sustained if there are 'rules', for example, that declare areas of incompatibility such as exist currently with the HRA • The case for keeping the current position (status quo) is much stronger than the case for reform. • A codified constitution would involve a much greater role for the judiciary • Not only is there is no consensus in parliament for the contents and scope of a codified constitution there is no consensus with the general public to move to a codified constitution and change the sovereignty of parliament • It is very difficult to turn conventions into 'hard constitutional' rules • Parliamentary sovereignty brings flexibility and change, possibly between and within generations, whereas a codified constitution ushers in rigidity and fossilisation of values and opinions. | |

| | |
|--|---|
| <p>A Level 2 response will typically exhibit the following features: It will rely on purely own knowledge or exclusive reference to the source. A Level 3 response will typically exhibit the following features: Accurate and relevant reference made from both the source and own knowledge.</p> | |
| <p>Level 3 6–7 Marks</p> | <p>Good to excellent knowledge and understanding of the problems between creating a codified constitution and the principles of parliamentary sovereignty. Drawn from own knowledge and the source.</p> |
| <p>Level 2 3-5 Marks</p> | <p>Limited to sound knowledge and understanding of the problems between creating a codified constitution and the principles of parliamentary sovereignty either drawn from the source and/or from the candidate's own knowledge</p> |
| <p>Level 1 0-2 Marks</p> | <p>Weak to very limited knowledge and understanding of the problems between creating a codified constitution and the principles of parliamentary sovereignty drawn either from the source or the candidate's own knowledge</p> |
| AO2 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <p>Ability to explain effectively the tensions between creating a codified constitution and parliamentary sovereignty</p> | |
| <p>Level 3 3 Marks</p> | <p>Good to excellent ability to explain the difficulties of creating a codified constitution alongside the principles of parliamentary sovereignty.</p> |
| <p>Level 2 2 Marks</p> | <p>Limited to sound ability to explain to explain the difficulties of creating a codified constitution alongside the principles of parliamentary sovereignty.</p> |
| <p>Level 1 0-1 Mark</p> | <p>Weak or poor ability to explain the to explain the difficulties of creating a codified constitution alongside the principles of parliamentary sovereignty.</p> |

| | |
|---|---|
| No. 1 (c) | Assess the impact of the reforms that have been made to the UK's constitution since 1997. |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>It has been noted that since 1997 there have been major changes to the UK's constitution and the impact and value has been called into account. Some of these include:</p> <ul style="list-style-type: none"> • Reform of the House of Lords. This saw the removal of the bulk of hereditary peers with just 92 remaining, it brought an end for birth right to be a condition to sit in the legislature. This has made the Lords more assertive and invigorated the chamber. However this was the first stage of reform and no subsequent moves have taken place which would make the chamber more democratic, hence the impact is limited. • Devolution to the regions took place and civic culture and pride was restored and instilled. New policy options became possible, local solutions for local issues and the democratic deficit was addressed. Devolution has ushered in peace for Northern Ireland after the 'troubles'. However there have been problems, devolution has been asymmetrical and this has caused problems. There have also been moves to break up the UK as Scotland sought full independence after devolution had been granted. Similarly there have been calls for greater autonomy for England in the wake of devolution. Hence the impact has been 'mixed' in terms of positive outcomes. • The Human Rights Act (HRA) ushered into the UK the European Convention on Human Rights and made accessible to citizens the same privileges as virtually the rest of Europe. However there has been discomfort from some quarters about the HRA and within the Conservative Party there is a desire to replace the HRA with a distinct UK Bill of Rights. • The move to fixed term parliaments reduced the in-built advantage of the Government in calling an election to provide transparency in democratic process. However this is only an Act of Parliament and a government with a clear majority could overturn this and call an election if it so desired. • The decision to withdraw from the EU will have major impact on the UK. Opinion is divided as to whether this is to be welcomed in that it restores sovereignty to Parliament or regressive in that it may damage the political unity of Western Europe. <p>A Level 2 response will typically exhibit the following features: Restricted knowledge and understanding of the impact of constitutional reforms since 1997.</p> <p>A Level 3 response will typically exhibit the following features:</p> | |

| | |
|---|--|
| Detailed knowledge and understanding of the impact which constitutional reforms have had since 1997 | |
| Level 3 6-8 Marks | Good to excellent knowledge and understanding of a range of reforms to the UK constitution since 1997 |
| Level 2 3-5 Marks | Limited to sound knowledge and understanding of a range of reforms to the UK constitution since 1997 |
| Level 1 0-2 Marks | Weak to very limited knowledge and understanding of a range of reforms to the UK constitution since 1997 |
| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| Ability to assess the impact and the scope of reforms to the UK constitution since 1997 | |
| Level 3 7-9 Marks | Good to excellent ability to assess the reforms to the UK constitution since 1997 |
| Level 2 4-6 Marks | Limited to sound ability to assess the reforms to the UK constitution since 1997. |
| Level 1 0-3 Marks | Weak to poor ability to assess the reforms to the UK constitution since 1997 |
| A03 | Communication and coherence |
| Level 3 6-8 Marks | Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. A well-structured response with balance and clear conclusions supported by evidence. |
| Level 2 3-5 Marks | Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. A structured response with some balance and some coherent conclusions drawn. |
| Level 1 0-2 Marks | Very poor to weak ability to construct and communicate analysis, making little or no use of appropriate vocabulary. Poor or limited structure and weak or limited conclusions. |

| | |
|---|---|
| No. 2 (a) | With reference to the source how have Cabinet Ministers seen their power decline? |
| A01 | Knowledge and understanding |
| Key knowledge and understanding | |
| <p>The source identifies several ways in which Cabinet Ministers have seen their power decline:</p> <ul style="list-style-type: none"> • Sofa government (bilateral meetings) have meant that the Cabinet does not make all the decisions, many are made outside the full Cabinet. • The scope and demands of the media overshadow the importance of a Cabinet Minister • Ministers are effectively presented with policies decided beforehand by the PM • Ministers simply nod through policies at Cabinet, there is no participative discussion • The burden of government has become too great for effective control by the Cabinet | |
| <p>Marks are allocated for</p> <p>1 mark is awarded if any one aspect is identified with some detail.</p> <p>2 marks are awarded if any one aspect is identified and fully described.</p> <p>A composite mark is then obtained.</p> | |

| | |
|--|--|
| No. 2 (b) | With reference to the source and your own knowledge how can the Cabinet effectively challenge a Prime Minister? |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding | |
| <p>The source highlights the following ways by which a Prime Minister can be challenged by the Cabinet</p> <ul style="list-style-type: none"> • Loss of Cabinet support forced Mrs. Thatcher to resign • A divided Cabinet can present problems for a Prime Minister • Major's Cabinet was very assertive and challenged him on several fronts • David Cameron was undermined by fellow senior colleagues taking a different line on the EU and winning the debate. <p>Own knowledge on how the Cabinet can challenge the PM may include:</p> <ul style="list-style-type: none"> • Any development or enhancement of the points raised in the source. • A Cabinet with 'political heavyweights' can challenge the PM – as did Brown with Blair • Failure in policy weakens a PM and may strengthen the power of Cabinet Ministers • Contentious policy options may cause dissent in the Cabinet and a PM has to suspend collective cabinet responsibility as with the EU and also the 3rd Runway at Heathrow • Coalition/Minority Governments present their own problems <p>A Level 2 response will typically exhibit the following features: It will rely on purely own knowledge or exclusive reference to the source. A Level 3 response will typically exhibit the following features: Accurate and relevant reference made from both the source and own knowledge..</p> | |
| Level 3 6-7 Marks | Good to excellent knowledge and understanding of the ability of the Cabinet to challenge the PM. Drawn from own knowledge and the source. |
| Level 2 3-5 Marks | Limited to sound knowledge and understanding of the ability of the Cabinet to challenge the PM. either drawn from the source and/or from the candidate's own knowledge |
| Level 1 0-2 Marks | Weak to very limited knowledge and understanding of the ability of the Cabinet to challenge the PM. drawn either from the source or the candidate's own knowledge |
| AO2 | Intellectual skills |

| | |
|----------------------------|---|
| | |
| | Intellectual skills relevant to this question |
| | Ability to analyse the means by which the Cabinet can challenge the PM |
| Level 3 3 Marks | Good to excellent ability to explain how effective is the Cabinet at challenging the PM |
| Level 2 2 Marks | Limited to sound ability to explain how effective is the Cabinet at challenging the PM |
| Level 1 1 Mark | Very poor or weak ability to explain how effective is the Cabinet at challenging the PM |

| | |
|------------------|--|
| No. 2 (c) | To what extent has the office of Prime Minister become 'presidential'? |
| AO1 | Knowledge and understanding |
| | Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) |
| | <p>The notion that the UK Prime Minister (PM) has become presidential has been articulated over the last 20 years. Foley was the leading exponent of the position but it has become widely acknowledged. It moves the debate on from a contest between the Cabinet and the PM – believing that this battle has long since been won by the PM and in its place that the PM has now adopted presidential traits and as such the office of the PM has vastly changed.</p> <p>Those who argue that the office of the Prime Minister has become presidential argue the following:</p> <ul style="list-style-type: none"> • The emergence of personalised leadership. The PM is the brand image of both the Party and the Government and sets the political agenda, policy is personalised and driven from one individual. • The cornering of the media by the PM who acts as the sole person to speak with authority on behalf of the Government – witness by TV cameras on the steps of Number 10 and a lectern to speak directly to the nation –plus the dominance of the Number 10 policy implementation unit. • Reaching out to the public – by-passing conventional norms of collective government and claiming to be on the side of the common person in a dual struggle with opponents • Cultivation of a 'cult of the outsider'– by spurning and rejecting the seemingly bureaucratic Westminster system of government. • Adopting spatial leadership where the leader closes down collective policy and builds a small inner cohort of supporters to run the government <p>Those who argue that the office of the Prime Minister has not become presidential argue the following</p> <ul style="list-style-type: none"> • The style may have changed but the machinery of government has not, we have a parliamentary system and this curtails Presidentialism |

- Senior ministers do have 'clout' and as such limit the scope of the PM
- A PM needs the support of many people in order to survive and get things done – Parliament, the political party s/he cannot act entirely alone and without restraint
- Failure in office can spell the end of the PM in post
- Prime Ministers can be constrained by a range of circumstances, such as a lack of a majority and events over which they have no control

A Level 2 response will typically exhibit the following features:

Restricted knowledge and understanding of the nature of presidentialism. The answer may focus on the power of the Prime Minister as opposed to the alleged change in the nature of the post.

A Level 3 response will typically exhibit the following features:

Detailed knowledge and understanding of the nature of presidentialism and a consideration of both sides of the debate. Discussion of the Prime Minister's power may be relevant, as long as this covers the concept of presidentialism.

| | |
|---|--|
| Level 3 6-8 Marks | Good to excellent knowledge and understanding of the debate about the UK PM possibly being labelled as presidential |
| Level 2 3-5 Marks | Limited to sound knowledge and understanding of the debate about the UK PM possibly being labelled as presidential |
| Level 1 0-2 Marks | Weak to very poor knowledge and understanding of the debate about the UK PM possibly being labelled as presidential |
| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| The ability to evaluate and assess the claims of Presidentialism as it applies to the UK PM | |
| Level 3 7-9 Marks | Good to excellent ability to evaluate and assess the claims of Presidentialism as it applies to the UK PM. |
| Level 2 4-6 Marks | Limited to sound ability to evaluate and assess the claims of Presidentialism as it applies to the UK PM. |
| Level 1 0-3 Marks | Weak ability to evaluate and assess the claims of Presidentialism as it applies to the UK PM |
| A03 | Communication and coherence |
| Level 3 6-8 Marks | Good to excellent ability to construct and communicate coherent analysis and evaluations, making good use of appropriate vocabulary. |
| Level 2 3-5 Marks | Limited to sound ability to construct and communicate coherent analysis and evaluations, making some use of appropriate vocabulary. |

| | |
|------------------------------|--|
| Level 1 0-2 Marks | Very poor to weak ability to construct and communicate coherent analysis and evaluations, making little or no use of appropriate vocabulary. |
|------------------------------|--|

| | |
|--|---|
| No. 3 | To what extent do both Houses of Parliament fail to carry out their main functions? |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>Parliament is the apex of the democratic structure of the UK. As such it performs several key functions as it performs its role. These include legislation, scrutiny, representation, debate, recruitment of government, legitimacy and redress of grievances. The debate surrounding parliament's performance encompasses the following:</p> <ul style="list-style-type: none"> • In terms of passing legislation Parliament successfully pilots numerous statues each session. Aided by a robust process in both the Commons and the Lords this is accomplished. However some argue that the legislative process is biased in favour of the government of the day – who often with a clear majority can use the power of the whips to ensure success, there is no real debate. • Parliament's core role is to scrutinise and hold the government to account. This happens in Question time, in debates and in various committees both in the Commons and Lords. The media now follow more closely on the reports of committees and they make the government think again. However, many point out that governments ignore committer reports, membership of which is biased in their favour at the outset. Likewise question time is more a charade than an objective process of scrutiny. • The House of Commons provides representatives from 650 geographical areas of the UK and the House of Lords represents experts and individuals with a proven track record of success. However, this to some is a narrow view of representation and by | |

other indicators of representation parliament singularly fails. It does not reflect the wider UK population in terms of gender class ethnicity and a host of other social variables.

- Parliament is the sole recruiting ground for the executive, to be a member of the government a person must be a member of the legislature – either the Commons or the Lords. This gives a link of accountability and probity and parliament can call these individuals to account. **However**, some argue rather than being a benefit this is instead a restraint, with only the pool of parliament to recruit from the structure and personnel of government is limited in talent.
- In terms of legitimacy parliament confers this to actions taken by the government – to grant approval to a course of action. It initially rejected the government's request to intervene in Syria but later reconsidered this when more evidence became available. However, many point out that in reality many governments have had large majorities and parliament has been little more than a rubber stamp in acceding to its requests.

Both sides of the debate and both Houses should be addressed
A Level 2 response will typically exhibit the following features:

A recognition of both sides in the debate, but both sides not fully developed or there is uneven development, for example if only the commons is developed it cannot progress beyond level 2.

A Level 3 response will typically exhibit the following features:
Clear and defined knowledge and understanding with a focused recognition of both sides in the debate

| | |
|---|---|
| Level 3 14-20 Marks | Full and developed knowledge and understanding of how well parliament carries out its functions |
| Level 2 7-13 Marks | Limited to sound knowledge and understanding of how well parliament carries out its functions |
| Level 1 0-6 Marks | Weak to poor knowledge and understanding of how well parliament carries out its functions |
| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| Ability to explain and evaluate the arguments surrounding the performance of parliament in carrying out its functions | |
| Level 3 8-12 Marks | Good to excellent ability to analyse and evaluate the performance of parliament in carrying out its functions |
| Level 2 4-7 Marks | Limited to sound ability to analyse and evaluate the performance of parliament in carrying out its functions |
| Level 1 0-3 Marks | Weak or very limited ability to analyse and evaluate performance of parliament in carrying out its functions |
| A03 | Communication and coherence |

| | |
|------------------------------|--|
| Level 3 6-8 Marks | Good to excellent ability to construct and communicate coherent analysis and evaluations, making good use of appropriate vocabulary. A well-developed clear structure with coherent conclusions. |
| Level 2 3-5 Marks | Limited to sound ability to construct and communicate coherent analysis and evaluations, making some use of appropriate vocabulary. Some discernible structure with relevant conclusions. |
| Level 1 0-2 Marks | Very poor to weak ability to construct and communicate coherent analysis and evaluations, making little or no use of appropriate vocabulary. Lacking a clear structure and with weak or limited conclusions. |

| | |
|--|---|
| No. 4 | Civil liberties and human rights have been eroded in recent years.' Discuss |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>Civil liberties and human rights underpin the liberal-democratic framework of the UK</p> <p>The argument that they have been eroded in recent years may cover the following</p> <ul style="list-style-type: none"> • Since 2000 governments have passed a series of measures which have curtailed civil liberties and human rights. • Governments have argued with the increased threat to the state from terrorism that these restrictions are vital to uphold national security • As such trial by jury in certain circumstances has been limited, the power to protest has been reduced, higher levels of surveillance has been imposed, custody has been extended in certain circumstances • The Freedom of Information Act has been limited in its scope • Governments have imposed limits on the freedoms of the judiciary • Governments have restricted the provision of legal aid, denying access to justice • Some MPs are openly hostile to the European Court of Human Rights and the HRA as introduced in the UK | |

However, those who argue that civil liberties and human rights have not been eroded in recent years may cover the following

- Civil liberties have been enhanced with the passing of the Human Rights Act (HRA) and redress is possible in the UK
- The act empowers parliament to act as an improved watchdog for personal freedoms
- Greater transparency and vigilance on the issue comes from social media and from pressure groups such as Liberty in upholding and advancing the basis of civil liberties and human rights
- Civil liberties and human rights are very much in the spotlight and the Conservative government wishes to define the unique nature of UK citizens in a UK based Bill of Rights
- A number of high profile cases proves that civil liberties and individual human rights can triumph over authoritarian tactics attempted by governments
- There has been a greater use of Judicial review where the judiciary has supported individual rights

A Level 2 response will typically exhibit the following features:

A recognition of both sides in the debate surrounding the erosion of civil liberties and human rights, but both sides not fully developed or uneven development.

A Level 3 response will typically exhibit the following features:

Clear and defined knowledge and understanding with a focused recognition of both sides in the debate

| | |
|--|--|
| AO1 | Knowledge and Understanding |
| Level 3 14-20 Marks | Good to excellent knowledge and understanding of the debate surrounding the status of civil liberties and human rights in the UK |
| Level 2 7-13 Marks | Limited to sound knowledge and understanding of the debate surrounding the status of civil liberties and human rights in the UK |
| Level 1 0-6 Marks | Weak to very poor knowledge and understanding of the debate surrounding the status of civil liberties and human rights in the UK |
| AO2 | Intellectual skills |
| Intellectual skills relevant to this question are indicated by an ability to evaluate, explain and analyse the developments and threats to civil liberties and human rights in the UK in recent years. | |
| Level 3 8-12 Marks | Good to excellent ability to analyse, evaluate and explain debate surrounding the status of civil liberties and human rights in the UK |
| Level 2 4-7 Marks | Limited to sound ability to analyse, evaluate and explain the debate surrounding the status of civil liberties and human rights in the UK. |

| | |
|------------------------------|---|
| Level 1 0-3 Marks | Weak to poor ability to analyse, evaluate and explain the debate surrounding the status of civil liberties and human rights in the UK |
| AO3 | Communication and coherence |
| Level 3 6-8 Marks | Good to excellent ability to construct and communicate coherent analysis and evaluation, making good use of appropriate vocabulary. A well-developed clear structure with coherent conclusions. |
| Level 2 3-5 Marks | Limited to sound ability to construct and communicate coherent analysis and evaluation, making some use of appropriate vocabulary. Some discernible structure with relevant conclusions. |
| Level 1 0-2 Marks | Very poor to weak ability to construct and communicate coherent analysis and evaluation, making little or no use of appropriate vocabulary. Lacking a clear structure and with weak or limited conclusions. |