

# Mark Scheme (Results) Summer 2010

GCE

## GCE Government & Politics (6GP02) Paper 1

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## 6GP02 JUNE 2010

## Mark Schemes

No. 1 (a)	With reference to the source, describe <b>three</b> sources of the UK constitution.
<b>Indicative content</b> (The following does not exhaust relevant points or appropriate knowledge)	
The sources in the passage are : Common law, conventions, case law, historical documents, acts of parliament, European Treaties.	
AO1	Knowledge and understanding
<ul style="list-style-type: none"> <li>• 1 mark for identifying each source, an additional mark for detailed or developed description of the sources identified.</li> <li>• A candidate who identifies three but only expands successfully on one, or gives an explained example receives four marks.</li> <li>• A candidate who identifies three and expands successfully on at least two, or gives an explained example receives five marks</li> </ul>	

No. 1 (b)	With reference to the source, and your own knowledge, explain the arguments in favour of a codified constitution for the UK.
<b>Indicative content (<i>This is not an exhaustive account of relevant information</i>)</b>	
<p>From the source the advantages are :</p> <ul style="list-style-type: none"> <li>• Bringing us into line with other democracies</li> <li>• Help people to understand what their rights are</li> <li>• To reduce disillusionment with politics citizenship etc.)</li> <li>• It could put limits on the power of the executive</li> </ul> <p>Other knowledge might include :</p> <ul style="list-style-type: none"> <li>• Explaining what limits on the power of the executive means</li> <li>• Codification would probably entrench people's rights</li> <li>• Codification would entrench other reforms such as devolution</li> </ul> <p><b>Analysis :</b> How well answer explains that a written constitution would result in such advantages, e.g. why would it entrench rights.</p>	
AO1	Knowledge and understanding
The range of of issues explained from the source and from own knowledge. Quality of the explanations of what these would mean for Britain's political system.	
<i>Level 3</i> 5-7 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> 3-4 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> 0-2 Marks	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

AO2	Intellectual skills
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to explain the nature of the arguments</li> <li>• Ability to link the nature of the arguments with their expected consequences</li> </ul>	
<i>Level 3</i> 3 Marks	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 2</i> 2 Marks	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 1</i> 1 Mark	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No. 1 (c)	Make out a case against the adoption of a codified constitution for the UK.
Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge</i> )	
<p>Main arguments against, with critical assessments include :</p> <ul style="list-style-type: none"> <li>• It has served us well for centuries, no need for change.</li> <li>• It would be extremely difficult and take a long time to establish constitutional rules, could a consensus ever be found?</li> <li>• The great strength of the constitution is flexibility - we would lose this. Unable to respond quickly and effectively to change.</li> <li>• Conservative argument that constitution is organic and should not be an artificial creation - should continue to develop naturally, it has worked in the past and therefore should continue to work in the future.</li> <li>• A codified constitution would put too much power in the hand of the unelected Judiciary and this is undesirable.</li> </ul>	
AO1	Knowledge and understanding
A wide range of issues with clear understanding shown. An ability to explain the nature of the issues.	
<i>Level 3</i> 6-8 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> 3-5 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> 0-2 Marks	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<b>AO2</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to explain the relevance of each argument to British Government &amp; Politics</li> <li>• The quality of the analysis of each point.</li> </ul>	
<i>Level 3</i> 6-9 Marks	Good or better ability to analyse political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 2</i> 4-5 Marks	Sound ability to analyse political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 1</i> 0-3 Marks	Limited ability to analyse political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>AO3</b>	<b>Communication and coherence</b>
Appropriate vocabulary in this question may include: <ul style="list-style-type: none"> <li>• Entrenchment</li> <li>• Codification</li> <li>• Citizenship</li> </ul>	
Level 3 6-8 Marks	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 3-5 Marks	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 0-2 Marks	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary



No. 2 (a)	With reference to source 1, describe <b>two</b> types of issues discussed by the Cabinet.
<b>Indicative content</b> ( <i>The following does not exhaust relevant points or appropriate knowledge</i> )	
<p>The issues of Cabinet mentioned in the source are :</p> <ul style="list-style-type: none"> <li>• Discussing the great issues of the day</li> <li>• Discussing the economic situation of the day</li> <li>• Hearing reports from senior ministers (Burma)</li> <li>• Discussing parliamentary business and the legislative programme.</li> </ul>	
AO1	<b>Knowledge and understanding</b>
1 mark for each of two issues identified. An additional 2 marks available for the fullness of the explanations, and for explained examples.	

No. 2 (b)	With reference to source 2, and your own knowledge, what factors does the Prime Minister take into account when appointing cabinet ministers?
<b>Indicative content (<i>This is not an exhaustive account of relevant information</i>)</b>	
<p>The factors that appear in the source include :</p> <ul style="list-style-type: none"> <li>• The ability of the minister, suggested by the appointment of Jacqui Smith, former Chief Whip.</li> <li>• Miliband’s appointment suggests it is a good idea to bring a rival into the Cabinet. (as did Mandelson’s return to Cabinet in 2008). Collective responsibility will prevent them from being too obstructive.</li> <li>• The source states that Brown avoided former Blair supporters staying in their existing posts, thus demonstrating a clean break with the past.</li> <li>• He might wish to have a socially balanced cabinet.</li> </ul> <p>The factors that are not apparent in the source include:</p> <ul style="list-style-type: none"> <li>• A Prime Minister might appoint a member who has a substantial following in the ruling party (Mowlem, Prescott, Johnson).</li> <li>• He might want a balanced Cabinet, in which case he would appoint members from different sections of the party, with different political views. John Major had to do this.</li> <li>• He might want to appoint his very close allies, sometimes as a reward for past support, Brown appointed Darling and Straw partly on these grounds.</li> </ul>	
AO1	Knowledge and understanding
<p>Key knowledge and understanding in this question includes:</p> <ul style="list-style-type: none"> <li>• Identification and understanding of reasons contained in the source</li> <li>• Identification and understanding of reasons not included in the source.</li> <li>• Examples to illustrate each of the reasons.</li> </ul>	
<p><i>Level 3</i> 5-7 Marks</p>	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<p><i>Level 2</i> 3-4 Marks</p>	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<p><i>Level 1</i> 0-2 Marks</p>	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

AO2	Intellectual skills
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to interpret information from the source.</li> <li>• Ability to analyse why the reasons would be beneficial to the Prime Minister and the Government.</li> </ul>	
<i>Level 3</i> 3 Marks	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 2</i> 2 Marks	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 1</i> 1 Mark	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No. 2	(c) To what extent is the Cabinet an important body?
<p>Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)</p> <p>The Cabinet remains an important body for reasons including these :</p> <ul style="list-style-type: none"> <li>• It is still required to legitimise the policies of the prime Minister and the Government.</li> <li>• It remains a collection of senior party members who can discuss the key issues of the day (note the source on the economic situation).</li> <li>• It still manages the government's priorities and its business through Parliament.</li> <li>• In some circumstances it does make key decisions (perhaps rarely), for example to bid for the Olympics, to pursue the introduction of ID cards.</li> <li>• It can still deal as the final stage in settling disputes between ministers.</li> <li>• It provides important united support for the Prime Minister.</li> </ul> <p>The Cabinet has lost importance for the following reasons :</p> <ul style="list-style-type: none"> <li>• Various factors have led to the growth of prime ministerial power - the growth of the Downing Street machine, bilateral agreements with ministers, media factors etc.</li> <li>• Cabinet has become marginalised and meets for very short periods on the whole. It is not given time to conduct serious discussions.</li> <li>• The growth of the use of private advisers has meant that ministers tend to act more independently (so called 'baronies'), with Cabinet acting as little more than a 'rubber stamp'.</li> <li>• Collective responsibility has become weaker, with ministers briefing the media and leaking information.</li> </ul>	
AO1	Knowledge and understanding
<ul style="list-style-type: none"> <li>• Knowledge and understanding of factors which suggest Cabinet remains important.</li> <li>• Knowledge and understanding of ways in which Cabinet has lost importance.</li> <li>• Identification of appropriate illustrations to support assertions.</li> </ul>	
<i>Level 3</i> 6-8 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> 3-5 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> 0-2 Marks	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<b>AO2</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to analyse reasons why Cabinet has lost importance</li> <li>• Ability to evaluate the role of Cabinet effectively.</li> <li>• Ability to reach a balanced conclusion, supported by evidence.</li> </ul>	
<i>Level 3</i> 6-9 Marks	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 2</i> 4-5 Marks	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 1</i> 0-3 Marks	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>AO3</b>	<b>Communication and coherence</b>
<b>Appropriate vocabulary in this question may include:</b>	
<ul style="list-style-type: none"> <li>• Legitimation</li> <li>• Collective responsibility</li> <li>• Prime ministerial government</li> </ul>	
Level 3 6-8 Marks	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 3-5 Marks	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 0-2 Marks	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 3	To what extent does Parliament control executive power?
<p>Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)</p> <p>The reasons why Parliament is considered so weak, and the analysis of the reasons why this is so, include :</p> <ul style="list-style-type: none"> <li>• Government usually has an overall majority. The analysis is that the electoral system virtually guarantees this.</li> <li>• The power of prime ministerial patronage renders many MPs excessively docile and loyal. Hence the term 'lobby fodder'. The analysis is that many, perhaps most, Mps are ambitious and therefore prefer to be loyal to the P.M. who has sole power over government appointments.</li> <li>• Party loyalty is very strong. The analysis is that MPs are elected under a party manifesto and have a strong mandate to support the party's policies. Defying the party leadership might be seen as a betrayal of the mandate.</li> <li>• The whips have great influence. The analysis is that they can be both persuasive and threatening. They have influence over careers and in extreme circumstances can threaten suspension from the party or can persuade a local party to 'de-select' them.</li> <li>• MPs lack research back-up, expertise and political support. This is set against the fact that government is backed by political advisers and the massive civil service.</li> <li>• Collective responsibility inhibits parliament's ability to call government effectively to account. The analysis is that collective responsibility means govt. presents a united front making it difficult to elicit information about policy.</li> <li>• Individual ministerial responsibility is also weak, making accountability difficult to enforce.</li> <li>• The House of Lords is weak because it lacks democratic legitimacy and, arguably, professionalism as well as some of the other weaknesses suffered by the Commons.</li> <li>• The lack of constitutional checks and balances (notably over prerogative powers) renders parliament weak.</li> </ul> <p>The reasons why Parliament remains effective are:</p> <ul style="list-style-type: none"> <li>• Select Committees are able to act independent and scrutinise departments effectively.</li> <li>• Parliament does ultimately have a veto on legislation and has used it, albeit sparingly.</li> </ul>	

- The House of Lords has been effective in recent years in amending and delaying legislation.
- Ultimately Parliament can dismiss a Government.
- Under some circumstances, notably a small Government majority, or no majority the effectiveness of parliament may be increased.

<b>AO1</b>	<b>Knowledge and understanding</b>
<p>Key knowledge and understanding in this question includes:</p> <ul style="list-style-type: none"> <li>• Responses that refer only to the Commons cannot achieve higher than Level 2 for AO1</li> <li>• A good range of reasons why parliament is considered weak.</li> <li>• Understanding of the causes of these weaknesses.</li> <li>• Understanding that Parliament is in some senses effective.</li> </ul>	
<i>Level 3</i> 14-20 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> 7-13 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> 0-6 Marks	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>AO2</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to analyse the reasons why such strengths and weaknesses exist.</li> <li>• Ability to link the constitutional and political status of Parliament with its weaknesses and strengths.</li> </ul>	
<i>Level 3</i> 8-12 Marks	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 2</i> 4-7 Marks	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 1</i> 0-3 Marks	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.



AO3	Communication and coherence
<p>Appropriate vocabulary in this question may include:</p> <ul style="list-style-type: none"> <li>• Mandate and manifesto</li> <li>• Authority</li> <li>• Legitimacy</li> <li>• Patronage</li> </ul>	
<p>Level 3 6-8 Marks</p>	<p>Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary</p>
<p>Level 2 3-5 Marks</p>	<p>Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary</p>
<p>Level 1 0-2 Marks</p>	<p>Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary</p>

No. 4	How effectively can the judiciary protect civil liberties in Britain ?
<p>Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)</p>	
<p>Ways in which the judiciary can protect civil liberties are as follows :</p> <ul style="list-style-type: none"> <li>• By enforcing the rule of law, ensuring all are treated equally.</li> <li>• By hearing cases of discrimination which might adversely affect the rights of women or minorities.</li> <li>• By upholding the European Convention of Human Rights or common law rights or statutory rights through the process of judicial review.</li> <li>• Cases may also ultimately be taken to the ECHR.</li> <li>• By other judicial review cases dealing with the ways in which government has acted and reached decisions, ensuring that government does not abuse its powers at the expense of civil liberties.</li> <li>• Judges can, by acting in the legislature or other media, express views on civil liberties that might influence government and parliament.</li> <li>• Generally, by preserving their independence, judges can maintain their ability to protect liberties.</li> </ul> <p>Limitations on these powers include :</p> <ul style="list-style-type: none"> <li>• The Human Rights Act is not binding on parliament, so Parliament remains sovereign.</li> <li>• Judges cannot be proactive and must wait until appeals are lodged.</li> <li>• The lack of an entrenched constitution makes the understanding of rights civil liberties difficult and open to interpretation.</li> <li>• Government still has some influence over the appointment of judges.</li> </ul> <p>Evidence on either side can be deployed :</p> <ul style="list-style-type: none"> <li>• Cases such as Belmarsh and the Afghan hijack case demonstrated the power of the judiciary.</li> <li>• On the other hand there have been, arguably, erosions of civil liberties - DNA database, ID cards (potentially), changes in mode of trial. Many arguments that governments have become less mindful of civil liberties.</li> </ul>	

<b>AO1</b>	<b>Knowledge and understanding</b>
<p>Key knowledge and understanding in this question includes:</p> <ul style="list-style-type: none"> <li>• Explicit or implicit knowledge of civil liberties</li> <li>• Knowledge of a range of ways in which the judiciary can protect civil liberties.</li> <li>• Knowledge of a range of ways in which their power is limited.</li> <li>• Evidence to support either sides of the analysis.</li> </ul>	
<i>Level 3</i> <b>14-20 Marks</b>	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> <b>7-13 Marks</b>	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> <b>0-6 Marks</b>	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>AO2</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Understanding of the strategic role of the judiciary.</li> <li>• Ability to evaluate the power of the judiciary.</li> <li>• Ability to relate conclusions to appropriate evidence.</li> </ul>	
<i>Level 3</i> <b>8-12 Marks</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 2</i> <b>4-7 Marks</b>	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<i>Level 1</i> <b>0-3 Marks</b>	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

AO3	Communication and coherence
<p>Appropriate vocabulary in this question may include:</p> <ul style="list-style-type: none"> <li>• Judicial review</li> <li>• Civil liberties</li> <li>• Judicial independence</li> <li>• Parliamentary sovereignty</li> <li>• Human Rights Act</li> </ul>	
<p>Level 3 6-8 Marks</p>	<p>Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary</p>
<p>Level 2 3-5 Marks</p>	<p>Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary</p>
<p>Level 1 0-2 Marks</p>	<p>Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary</p>

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