

# Mark Scheme (Results)

Summer 2018

GCE Government & Politics  
UK Political Issues  
6GP03 3A

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please visit our website at [www.edexcel.com](http://www.edexcel.com).

Our website subject pages hold useful resources, support material and live feeds from our subject advisors giving you access to a portal of information. If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

[www.edexcel.com/contactus](http://www.edexcel.com/contactus)

### **Pearson: helping people progress, everywhere**

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](http://www.pearson.com/uk)

Summer 2016

Publications Code \*

All the material in this publication is copyright

© Pearson Education Ltd 2016



Question Number	Question
1.	Why have the posts of directly elected Police and Crime Commissioners proved controversial?
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Candidates should demonstrate understanding that these posts, created by the Coalition government, have been criticised for a number of reasons since their inception.</p> <p>Reasons that the posts of directly elected Police and Crime Commissioners have proved controversial <u>may</u> include</p> <ul style="list-style-type: none"> <li>• They have been criticised, including by the police, for bringing party politics into the governance and running of the police who should be politically neutral.</li> <li>• The low turnout in PCC elections means that they are seen as having little democratic legitimacy.</li> <li>• The cost and time taken to implement the new posts was criticised as distracting from issues of greater importance such as police numbers and crime levels.</li> <li>• Police and Crime Commissioners are seen as having too much power and too little accountability between elections, being able for example to dismiss Chief Constables and set budgets without external check.</li> <li>• Conversely others argue that their powers remain relatively limited in comparison to equivalent post-holders in the US having no control of operational matters and a relatively small staff.</li> <li>• Some PCCs have been criticised for their personal performance in or before taking office, for example Ian Wright who had to resign as PCC after controversy over his role in failing to fully investigate child sexual abuse scandals.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited understanding of ways in which the posts of directly elected Police and Crime Commissioners have proved controversial.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear understanding of ways in which the posts of directly elected Police and Crime Commissioners have proved controversial.</li> </ul>	

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

Question Number	Question
2.	How and why has the Labour Party taken a more interventionist approach to economic policy since the 2015 General Election?
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Candidates should address both the ‘why’ and ‘how’ aspects of this question, identifying both the reasons for, and the manifestations of, a more interventionist approach from Labour since 2015.</p> <p>Ways in which the Labour Party has taken a more interventionist approach (how) <u>may</u> include:</p> <ul style="list-style-type: none"> <li>• Opposition to austerity and support to instead invest greater funding into public services.</li> <li>• Support for the renationalisation of certain industries, most notably the railways.</li> <li>• Support for an increased top rate of tax to facilitate greater government spending and intervention.</li> <li>• Calls for further quantitative easing, with funds given directly to citizens.</li> </ul> <p>Reasons why the Labour Party has taken a more interventionist approach <u>may</u> include:</p> <ul style="list-style-type: none"> <li>• Concerns over the power of multi-national companies, coupled with a perception that a lack of regulation and an excess of capitalism contributed to the global financial crisis of 2008.</li> <li>• Relatively sluggish economic growth under the policy of austerity, with the government conceding they have missed their own targets.</li> <li>• The UK’s move towards Brexit will make state intervention easier to accomplish, and potentially more necessary if the economy weakens.</li> <li>• A general move in party policy towards the left following defeat in the 2015 General Election and the election and re-election of Jeremy Corbyn as leader, reinforced by the unexpected success of these policies in the 2017 General Election.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited understanding of specific relevant policies, and limited understanding of the reasons why Labour has taken a more interventionist approach, or a clear understanding of one of these aspects.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear understanding of specific relevant policies, and clear understanding of the reasons why Labour has taken a more interventionist approach.</li> </ul>	

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

Question Number	Question
3.	Explain the arguments for and against the benefit cap.
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Candidates should demonstrate understanding of the benefits cap introduced by the coalition which places both an annual and a weekly cap on total benefits receivable, and the varying arguments as to its appropriateness.</p> <p>Arguments in favour of a cap on the total benefits that one individual can receive <u>may</u> include:</p> <ul style="list-style-type: none"> <li>• It saves the government, and therefore the taxpayer, money thereby either reducing the deficit or allowing for government funds to be spent on other areas.</li> <li>• It reduces the dependency culture by encouraging individuals to take responsibility for their own economic wellbeing rather than relying on benefits.</li> <li>• It is fairer, as it prevents individuals from ‘playing the system’ and receiving a comfortable standard of living without contributing to society.</li> <li>• By establishing a clear maximum figure it arguably makes the system simpler and more transparent.</li> <li>• There is some flexibility within the benefits cap, for example families eligible for working family tax-credit are exempt.</li> </ul> <p>Arguments against a cap on the total benefits that one individual can receive <u>may</u> include:</p> <ul style="list-style-type: none"> <li>• It is politically unfair as it targets the most vulnerable for political gain.</li> <li>• It is economically and geographically unfair as outside of London it fails to take into account higher costs in some areas.</li> <li>• It disproportionately effects individuals with larger families, and therefore the families themselves in particular the children, contributing to a cycle of deprivation.</li> <li>• It will create wider social problems such as poorer health and increased crime which will ultimately cost the taxpayer more than it will save.</li> <li>• It is a blunt instrument which ignores the fact that different benefits are created for particular purposes and address specific issues.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited understanding of the arguments in favour and against the benefits cap; or clear understanding of one side of the question.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear understanding of the arguments in favour and against the benefits cap.</li> </ul>	



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

Question Number	Question
4.	How and why have governments since 1997 sought to tackle youth offending?
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Candidates should address both the 'why' and 'how' aspects of this question, identifying both the reasons for, and the manifestations of, an aim to tackle youth offending in particular.</p> <p>Ways in which recent governments sought to tackle youth offending (how) <u>may</u> include:</p> <ul style="list-style-type: none"> <li>• The introduction of ASBOs and their successors Criminal Behaviour Orders which were seen as particularly important to targeting 'job' or gang behaviours from young people.</li> <li>• The specific targeting of crimes that are predominantly committed by young people including knife crime and drugs offences.</li> <li>• The growth in the use of Young Offender Teams to work with youths who have been convicted or cautioned to address the causes of their offending.</li> <li>• Plans for Secure Colleges to treat a young person's time in custody as education with detention, rather than education as an afterthought.</li> <li>• The increased use of restorative justice approaches where victims are able to explain the impact an offence has caused.</li> </ul> <p>Reasons why recent governments sought to tackle youth offending <u>may</u> include:</p> <ul style="list-style-type: none"> <li>• A belief that tackle offending at a young age would greatly reduce the likelihood of criminal behaviour in later life, reducing crime and costs.</li> <li>• High rates of reoffending by young people – 73% according to 2015 Ministry of Justice report.</li> <li>• The high cost of secure facilities for young offenders, which can be up to £200,000 a year</li> <li>• The association of youth offending with a lack of employment opportunities and poor basic skills.</li> <li>• Reducing youth crime was politically popular, especially with older voters in working-class areas.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited understanding of specific relevant policies, and limited understanding of the reasons why governments since 1997 have sought to tackle youth offending.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear understanding of specific relevant policies, and clear understanding of the reasons why governments since 1997 have sought to tackle youth offending.</li> </ul>	

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

Question Number	Question
5.	Explain the arguments for and against airport expansion in the UK.
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Candidates are expected to show awareness of current political debate around airport expansion which may include reference to the Heathrow Airport third runway:</p> <p>Arguments in favour of airport expansion in the UK <u>may</u> include:</p> <ul style="list-style-type: none"> <li>• The economic benefits of expansion, and potential damage, including to the tourist industry, to jobs if the number of flights is restricted.</li> <li>• Expansion has been backed by the Airports Commission and is therefore evidence based.</li> <li>• The cost of building alternative transport provision, such as high-speed rail, is prohibitive.</li> <li>• There will not be fewer flights if airports are not expanded, just the diversion of flights from the UK to competitor airports on the near continent such as Paris and Amsterdam.</li> </ul> <p>Arguments against airport expansion in the UK <u>may</u> include:</p> <ul style="list-style-type: none"> <li>• Aircraft emissions, while a small percentage of total emissions, are rising rapidly and are more damaging because they are high in the atmosphere. This may damage the UK's ability to meet climate change targets.</li> <li>• Airport expansion blights the lives of many communities that are affected by additional flights and new flight paths and destroys whole communities that have to be relocated.</li> <li>• Many flights, especially short-haul, are unnecessary and can easily be replaced by other types of journey including high speed rail.</li> <li>• Airlines currently enjoy a number of unfair competitive advantages such as the lack of duty of air fuel. If there was an 'even playing field' then the economic benefits would be much less clear cut.</li> </ul> <p>Reference may also be made to recent debates as to <i>where</i> any expansion should take place, and may also discuss the NIMBY aspect of objections. Both are creditable but are not necessary to achieve Level 3</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited understanding of the arguments in favour and against airport expansion in the UK or clear understanding of one side of the question.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear understanding of the arguments in favour and against airport expansion in the UK.</li> </ul>	

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

Question Number	Question
6.	To what extent has government economic policy since 2010 been successful in meeting its aims?
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Candidates should demonstrate awareness that government economic policy since 2010 has predominantly aimed to cut the public sector deficit and reduce government spending, whilst seeking to encourage growth, innovation and investment within the private sector and to control inflation.</p> <p>Arguments that government economic policy since 2010 has been successful in meeting its aims <u>may</u> include :</p> <ul style="list-style-type: none"> <li>• Recent evidence suggests that austerity was more successful than initially thought, with the UK avoiding a double dip recession and the economy since improving.</li> <li>• Unemployment is on a trend of long-term decline, despite increases in the minimum wage.</li> <li>• The short term pain from cuts can be justified by a 'long term economic plan' with the reduction of the structural deficit facilitating a much stronger recovery.</li> <li>• The privatisation of the Royal Mail was, despite concerns over under-valuation, carried out successfully and the company is operating efficiently in the private sector.</li> <li>• Alternative policies of stimulus or central management were largely to blame for the UK debt crisis and would have been less effective, as seen by the relatively poor economic performance of Greece, Italy and Spain.</li> </ul> <p>Arguments that government economic policy since 2010 has not been successful in meeting its aims <u>may</u> include:</p> <ul style="list-style-type: none"> <li>• Cuts in public spending and increases in VAT caused the economy to stagnate with sluggish growth. This could be contrasted unfavourably with Germany.</li> <li>• Austerity failed on its own terms of eliminating the structural deficit by 2015. The government continued to miss its own targets since and has now abandoned them.</li> <li>• There has been a failure to raise productivity, particularly outside of London despite the plans for a Northern Powerhouse.</li> <li>• Even if policies can be portrayed as succeeded in pure economic terms the social cost has been too high in terms of the impact of cuts in services on the most vulnerable and the widening gap between rich and poor.</li> <li>• The Bank of England has failed to meet the government's inflation target on numerous occasions.</li> <li>• The government failed to sufficiently plan for the Brexit vote, leading to a significant negative economic impact and considerable uncertainty.</li> </ul>	

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

- Limited understanding of the aims of government economic policy since 2010.
- Limited understanding of the arguments and evidence why government economic policy since 2010 has and has not been successful in meeting its aims, or clear understanding of one side of the question.

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

- Clear understanding of the aims of government economic policy since 2010.
- Clear understanding of the arguments and evidence why government economic policy since 2010 has and has not been successful in meeting its aims.

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

<b>AO2</b>	<b>Synoptic skills</b>
<b>Level 3 (9-12 marks)</b>	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
<b>Level 2 (5-8 marks)</b>	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
<b>Level 1 (0-4 marks)</b>	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
<b>AO3</b>	<b>Communication and coherence</b>
<b>Level 3 (7-9 marks)</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<b>Level 2 (4-6 marks)</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<b>Level 1 (0-3 marks)</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary



Question Number	Question
7.	"EU and other international agreements have been a key driving force in UK Environmental Policy." Discuss
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Candidates some demonstrate awareness of the impacts of both EU legislation and various international agreements, such as Kyoto, Copenhagen and Paris as well as of other factors in driving UK environmental policy.</p> <p>Arguments advanced in support of the premise of the question <u>may</u> include:</p> <ul style="list-style-type: none"> <li>• 80% of UK legislation on the environment is estimated to come from the EU. For example, the EU Landfill Directive requires members to reduce landfill waste by 50% by 2013 and 65% by 2020.</li> <li>• A succession of EU treaties have made sustainable development a central EU objective and the EU renewed a number of Environmental Directives to ensure they complied with the Lisbon Treaty.</li> <li>• The EU also signed the Kyoto Treaty, committing its members to reduce carbon emissions by 8% by 2012 which led to the 20:20:20 Climate Change Package setting new targets for 20% of energy to come from renewable sources and carbon emissions to be reduced by 20% by 2020.</li> <li>• The Paris Climate Change Conference agreed a legally binding deal from 2020 with a long-term goal of keeping the increase in global average temperature to well below 2°C above pre-industrial levels.</li> <li>• It could be argued that environmental issues have a relatively low domestic priority, and that it would not be in the UK's interests to act unilaterally, and thus that without external pressure relatively little action would be taken.</li> </ul> <p>Arguments advanced against the premise of the question <u>may</u> include:</p> <ul style="list-style-type: none"> <li>• EU membership did not automatically mean that the UK fulfilled all the directives decided. For example, the UK government was fined for breaching EU air quality rules.</li> <li>• Equally there are limits on the EU's ability to enforce the rules: for example states were left free to set their own limits on CO2 emissions</li> <li>• Many key environmental policies have not been driven by international agreement, with the Green Investment Bank for example being a largely domestic policy.</li> <li>• It could be argued that growing environmental concerns and the power of the Green Lobby would have ensured action even without international intervention.</li> <li>• Conversely some argue that despite international pressure little effective action has been taken, and that the Conservative Government from 2015 reversed much progress made.</li> </ul>	

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

- Limited understanding of the relevant international agreements.
- Limited understanding of the arguments and evidence why these agreements have and have not been a driving force in UK environmental policy, or a clear understanding of one side of the question.

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

- Clear understanding of the relevant international agreements.
- Clear understanding of the arguments and evidence why these agreements have and have not been a driving force in UK environmental policy.

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

<b>AO2</b>	<b>Synoptic skills</b>
<b>Level 3 (9-12 marks)</b>	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
<b>Level 2 (5-8 marks)</b>	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
<b>Level 1 (0-4 marks)</b>	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
<b>AO3</b>	<b>Communication and coherence</b>
<b>Level 3 (7-9 marks)</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<b>Level 2 (4-6 marks)</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<b>Level 1 (0-3 marks)</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

Question Number	Question
8.	'My priorities can be summed up in three letters: NHS'. To what extent did David Cameron's governments from 2010-2016 protect the NHS?
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Candidates should demonstrate an awareness of the continuing importance of the NHS within UK politics and Cameron's attempts to narrow Labour's lead on this issue particularly in the run-up to the 2015 General Election whilst facing various criticisms of his government's policies.</p> <p>Arguments advanced in support of the premise of the question <u>may</u> include:</p> <ul style="list-style-type: none"> <li>• Despite the general implementation of a programme of austerity the NHS was protected from funding cuts via ringfencing, and has continued to receive a high level of investment.</li> <li>• There were no significant moves away from the universal model towards a system of private health insurance.</li> <li>• The NHS remains generally free at the point of delivery with no extension of charging beyond areas already charging such as dentistry, prescriptions and spectacles.</li> <li>• Moves towards a 7 day NHS could be seen as extending the quality of service to the public.</li> <li>• The current strains on the NHS, caused by the aging population, increasing demands on social care and mental health, and the costs of new treatments, are the same as those experienced by previous Labour governments.</li> </ul> <p>Arguments advanced against the premise of the question <u>may</u> include:</p> <ul style="list-style-type: none"> <li>• The coalition's replacing of Primary Care Trusts with Clinical Care Commissioning Groups was attacked as a 'top down reorganisation' of the NHS, contrary to an earlier election pledge.</li> <li>• There was a gradual increase in quasi privatisation within the NHS under Cameron's governments with an increase in the proportion of health services contracted from independent provider. Government support for the Transatlantic Trade and Investment Partnership (TTIP) was seen as potentially leading to further privatisation.</li> <li>• The new junior doctor's contract was heavily criticised by doctors and caused a bitter industrial dispute and a series of national strikes which led to significant disruption in the NHS.</li> <li>• Cameron's governments removed grants and bursaries for student nurses whilst also freezing public sector pay.</li> <li>• The extent to which government investment in the NHS was sufficient is a matter for debate, with other parties pledging to invest more funds than Cameron's governments. There has been particular criticism of a lack of investment in Mental Health.</li> </ul>	

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

- Limited understanding of specific government policies on the NHS from 2010-2016.
- Limited understanding of the arguments and evidence why Cameron's governments from 2010-2016 did and did not protect the NHS, or clear understanding of one side of the question.

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

- Clear understanding of specific government policies on the NHS from 2010-2016.
- Clear understanding of the arguments and evidence why Cameron's governments from 2010-2016 did and did not protect the NHS.

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

<b>AO2</b>	<b>Synoptic skills</b>
<b>Level 3 (9-12 marks)</b>	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
<b>Level 2 (5-8 marks)</b>	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
<b>Level 1 (0-4 marks)</b>	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
<b>AO3</b>	<b>Communication and coherence</b>
<b>Level 3 (7-9 marks)</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<b>Level 2 (4-6 marks)</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<b>Level 1 (0-3 marks)</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code UA032365 Summer 2012

For more information on Edexcel qualifications, please visit our website  
[www.edexcel.com](http://www.edexcel.com)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20

**Ofqual**  
■■■■■■■■■■



Llywodraeth Cymru  
Welsh Assembly Government

