



Additional Assessment Materials

Summer 2021

Pearson Edexcel GCE A Level in Politics
Papers 9PL0/01 & 9PL0/02 Combined

Resource Set 2

UK Politics & Government:
Essays

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Additional Assessment Materials, Summer 2021

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General guidance to Additional Assessment Materials for use in 2021

Context

- Additional Assessment Materials are being produced for GCSE, AS and A levels (with the exception of Art and Design).
- The Additional Assessment materials presented in this booklet are an **optional** part of the range of evidence you may use when deciding on a candidate's grade.
- 2021 Additional Assessment Materials have been drawn from previous examination materials, namely past papers.
- Additional Assessment Materials have come from past papers both published (those materials available publicly) and unpublished (those currently under padlock to our centres) presented in a different format to allow you to adapt them to use with your candidates.

Purpose

- The purpose of this resource to provide qualification-specific sets/groups of questions covering the knowledge, skills and understanding relevant to this Pearson qualification.
- This document should be used in conjunction with the mapping guidance which will map content and/or skills covered within each set of questions. The mapping guidance will also highlight where the question originally came from to allow you to access further support materials (mark schemes, examiner reports).
- Use of these assessment materials will assist you in assessing candidates' current performance in areas not assessed elsewhere. Their use will also provide an extra opportunity for candidates to demonstrate their performance at the end of their course of study.
- Specific guidance relating to this selection of material for this subject is detailed below.
- These materials are only intended to support the summer 2021 series.

Subject Specific Guidance

Indicative content in the mark schemes reproduced was reflective of current affairs at the time of the original examination and has not been updated; some limited updating by centres may be appropriate. Contemporary information which is relevant to the question must be rewarded.

9PL0: UK Politics & Government: Essays
Paper 9PL0 01, Section A: Political Participation
Sample Assessment Materials

AND EITHER

- 2** (a) Evaluate the extent to which general elections in the UK are lost by the government rather than won by the opposition.

You must consider this view and the alternative to this view in a balanced way.

(30)

OR

- (b) Evaluate the extent to which social factors determine voting behaviour.

You must consider this view and the alternative to this view in a balanced way.

(30)

(Total for Question 2 = 30 marks)

Mark Scheme

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 or reject the view presented by the question They should look at the different perspectives that arise from the view presented by the question and show how these lay the foundations for a judgement.
AO3 (10 marks) Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the analysis. They must make and form judgments and they should reach a reasoned verdict which comes down on one side throughout their response.
Candidates must consider both views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected throughout their response. Candidates who have not considered both views in a balanced way cannot achieve marks beyond Level 2. Candidates who have only mentioned pressure groups (not think tanks or lobbyists) in question 2a cannot achieve marks beyond level 3. Candidates who have only mentioned either the Labour or Conservative Party in question 2b cannot achieve marks beyond level 3. Other valid responses are acceptable

Question number	Indicative content
2(a)	<p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>AO1 will be used by candidates to underpin their analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers, showing analytical and evaluative skills to address the question – such responses will be underpinned by their knowledge and understanding.</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to whether general elections are lost by the government or won by the opposition:</p> <p>Agreement</p> <ul style="list-style-type: none"> • at times, the public tires of the personalities and policies of the government • government management of the economy is key and this relates to personal financial security • a government that is not united and has internal divisions is prone to defeat • elections are won on the basis of the leader's credibility, whether in government or in opposition <p>Disagreement</p> <ul style="list-style-type: none"> • oppositions can and do win general elections and run effective campaigns that undermine the government • oppositions can win by winning over the media in a general election contest, this can have a huge bearing on who wins the election • governments make mistakes in office and lose the credibility of the electorate • governments can be seen to run out of ideas and momentum, and the impetus falls to the opposition. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul style="list-style-type: none"> • the electorate has been known to 'punish' failure or misconduct, in 1992 and 1997 there were a series of sleaze allegations against MPs (AO2), this is clear evidence that governments lose elections if they fail to deliver or if their conduct and behaviour places them out of step with the ordinary voter, voters want governments to be trustworthy and moral (AO3) • in the run up to the 1997 election, the Conservatives gained a poor reputation for economic competence, as did Labour before the 2010 election, and voters reacted to this mismanagement of a key area of policy (AO2), this is a vital area that needs the public's backing, poor performance can be costly, as the voter's wealth and the country's economic welfare is such an important factor (AO3) • disunity in political parties is damaging, for example the Conservative split over Europe in the 1990s, the Labour split between the Blairite and Brownite factions (AO2), a governing party at war with itself cannot win general elections and as splits seem to be prevalent in large parties these issues will continue to have an impact (AO3) • the opposition often has less experience and its policies are alternatives, whereas the government holds the experience of office (AO2), the government is a tried and tested brand whereas the opposition is a leap into the unknown, this will always have a significant effect on voters and there is little the opposition can do to remedy it (AO3). <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</p> <ul style="list-style-type: none"> • the evidence of success of New Labour in the 1997 general election and that of Thatcher in 1979, shows that these parties had learned lessons from their period in opposition, this enabled them to run slick campaigns to become elected (AO2), this shows that being in opposition can work in a party's favour and is not necessarily a weakness (AO3)

Question number	Indicative content
2(a) (contd.)	<ul style="list-style-type: none"> • opposition leaders perceived as 'strong' and 'fresh', such as Blair in 1997, win votes. In an age of personalities and image – it is how charismatic the leaders are that determines the outcome, or it is how well they win over the media and gain their backing, some have claimed that whoever The Sun newspaper supports will determine who holds office (AO2), therefore oppositions have the potential to win elections and overthrow an existing government, particularly if the leadership is strong and they can win over the media. This trend is likely to continue as media influence grows (AO3) • in the early 1990s, the Conservatives failed to produce a radical or visionary agenda for the future and instead the initiative passed to New Labour under Blair (AO2), consequently brand fatigue happens frequently in UK politics and governing parties are likely to make mistakes and be exposed for them, losing credibility with voters (AO3). <p>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 conclusion.</p> <p>Candidates who <i>have not</i> considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>Accept any other valid responses.</p>

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 makes simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (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 relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated 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 focused, logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which 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 carefully selected in order to underpin analysis and evaluation (AO1). • Consistent analysis of aspects of politics, with coherent logical chains of reasoning, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).
Level 5	25–30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). • Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).

Question number	Indicative content
2(b)	<p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>AO1 will be used by candidates to underpin their analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers, showing analytical and evaluative skills to address the question – such responses will be underpinned by using their knowledge and understanding.</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent to which social factors determine voting behaviour:</p> <p>Agreement</p> <ul style="list-style-type: none"> • class is seen as a major social factor in determining how people vote, this can be linked to their region and locality, which also carries a strong correlation as to the way in which an individual will cast their vote • age is another social factor that has a strong bearing on how people vote • a citizens ethnic background is another social factor with a strong bearing on voting preferences • gender is another social variant that indicates likely voting behaviour <p>Disagreement</p> <ul style="list-style-type: none"> • social factors used to be relevant but they no longer provide a clear indication of voting patterns, partisan dealignment and class dealignment have changed this • a person can cast their vote influenced by issues that have a direct impact on them – issue voting • people cast their vote on the basis of financial benefits, as such they are making a choice based on economic perception • the importance of personality is now seen as a crucial factor in understanding the way in which people vote – and leaders of parties, as the brand image, carry a major bearing on voting patterns. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) point when agreeing with the view:</p> <ul style="list-style-type: none"> • class and partisan alignment are crucial factors by which a person sees their political identity, this starts very early on in life and becomes a dominant force in exercising political choice. Regionally, voting patterns have followed the north of England and large urban areas having a clear preference for Labour and the South of England and rural areas tending to vote Conservative (AO2), this is evidenced by the number of safe seats throughout the UK that follow socially constructed patterns. The number of seats changing hands at general elections is minimal and bears testimony to this (AO3) • evidence shows that younger people vote Labour and that older people vote Conservative – these age characteristics are important for parties to develop as they are key to electoral success (AO2), therefore it is often seen that parties target age cohorts in their appeal and their turnout is crucial for party success. The changing age demographic in the UK, with a large ageing population, will have a greater impact on voting (AO3) • ethnic groupings have become more important in terms of voting behaviours in recent years, they are highly important in urban areas. In the main, the Labour Party fares better in garnering the ethnic vote than does the Conservative Party (AO2), however the Iraq war and the relevance of other social factors alongside ethnicity, make this a less secure pattern in explaining voting behaviour (AO3) • gender has some general patterns in reflecting voting behaviour. In the main, female voters tend to vote Conservative more than men, with men being slightly more likely to vote Labour (AO2), however with gender there is the cross-cutting link of age and this does distort the picture but it does show clearly that social factors linked together can have an impact on voting behaviour (AO3)

Question number	Indicative content
2(b) (contd.)	<p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</p> <ul style="list-style-type: none"> • social factors have been significant in the past but the landscape seems to be changing. Social mobility has meant that class identity is more fluid and that class barriers are diminishing (AO2), the relevance of class has been brought into question since the 1970s, in 2015 the Labour Party, once dominant in Scotland, was routed by the SNP and in May 2016 the Conservatives became the main opposition party in Scotland, so these are no longer fully reliable models for determining voting behaviour (AO3) • issue voting sees voters making decisions on a range of issues, these issues are communicated through media and party manifestos and voters make an informed choice on the issues that benefit their needs most (AO2), therefore the electorate is better informed and is willing to cast votes for issues pertinent to them, rather than subscribing to a full party package (AO3) • economic voting models attempt to explain voting behaviour based on the state of the economy – this includes employment and wage earnings in that field (AO2); economic prosperity will deliver support for the incumbent government; economic turmoil will spell disaster for the incumbent party because the vast majority of voters are affected by economic policies, which is particularly important during a recession or economic recovery (AO3) • charisma and personality of party leaders are now seen to make a pivotal difference in voting behaviour, this arises as leaders are seen as the brand image of their party (AO2), in essence this is more about image than substance and is associated with 'political spin' more than anything, but it has been promoted by the emergence of TV leader debates before general elections (AO3). <p>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 conclusion.</p> <p>Candidates who <i>have not</i> considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>Accept any other valid responses.</p>

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 makes simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (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 relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated 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 focused, logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which 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 carefully selected in order to underpin analysis and evaluation (AO1). • Consistent analysis of aspects of politics, with coherent logical chains of reasoning, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).
Level 5	25–30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). • Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).

9PL0: UK Politics & Government: Essays
Paper 9PL0 01, Section A: Political Participation
Sample Assessment Materials

AND EITHER

- 2** (a) Evaluate how far Parliament retains sole sovereignty within the UK political system.

In your answer you should draw on relevant knowledge and understanding of the study of Component 1: UK politics and core political ideas. You must consider this view and the alternative to this view in a balanced way.

(30)

OR

- (b) Evaluate the extent to which the UK government's control over Parliament has reduced in recent years.

In your answer you should draw on relevant knowledge and understanding of the study of Component 1: UK politics and core political ideas. You must consider this view and the alternative to this view in a balanced way.

(30)

(Total for Question 2 = 30 marks)

Mark Scheme

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 or reject the view presented by the question They should look at the different perspectives that arise from the view presented by the question and show how these lay the foundations for a judgement.
AO3 (10 marks) Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the analysis. They must make and form judgments and they should reach a reasoned verdict which comes down on one side throughout their response.
Candidates must consider both views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected throughout their response. Candidates who have not considered both views in a balanced way cannot achieve marks beyond Level 2. Candidates who have only mentioned pressure groups (not think tanks or lobbyists) in question 2a cannot achieve marks beyond level 3. Candidates who have only mentioned either the Labour or Conservative Party in question 2b cannot achieve marks beyond level 3. Other valid responses are acceptable

Question number	Indicative content
2(a)	<p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>This question requires candidates to draw on their knowledge and understanding of UK politics and relevant knowledge and understanding of UK politics and core political ideas (AO1), candidates will use this to underpin their analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers, showing analytical and evaluative skills to address the question – such responses will be underpinned by their knowledge and understanding.</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that Parliament retains sole sovereignty within the UK political system:</p> <p>Agreement</p> <ul style="list-style-type: none"> • Parliament retains legal sovereignty, giving it the ability to reclaim any of the powers given away to other institutions • Parliament was able to hold a referendum on the UK's withdrawal from the EU • all removal of power from Parliament has been set out and approved by Parliament, with clearly-defined limits such as the inability of the Welsh Assembly to determine taxation, of Supreme Court judges to strike down laws, or of the electorate to initiate national referendums • there was no question of Parliament implementing a more federal system of government by granting legal sovereignty to other bodies or entrenching their existence <p>Disagreement</p> <ul style="list-style-type: none"> • Britain's current membership of the European Union, under which EU law takes precedence over UK law • the devolution of power from Parliament to Scotland, Wales and Northern Ireland • the introduction of The Human Rights Act, interpreted by the Supreme Court, which is able to declare that laws are incompatible • the increased use of referendums rather than parliamentary decision on constitutional matters. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul style="list-style-type: none"> • legal sovereignty has never been seriously challenged and is more significant than political sovereignty, since it cannot be given away by Parliament. (AO2), therefore Parliament clearly retains sole sovereignty and will continue to do so, as there is no serious threat (AO3) • the EU referendum emphasises this point, since it was called by Parliament and could in theory be overruled by Parliament (AO2), therefore this is a clear demonstration in practice that sovereignty power rests with Parliament rather than with the people (AO3) • the specific and limited nature of all devolution of power, as well as its reversibility, sets a clearly-defined limit to any loss of sovereignty (AO2), clearly, therefore, Parliament has retained its power despite regional devolution (AO3) • the intention of retaining the unitary nature of the UK constitution leads to the conclusion that it emphasises Parliament's ultimate sovereignty (AO2), as there is little support for reform of this aspect or a real threat to removing Parliament's sovereignty, which supports the case that it has retained it (AO3).

Question number	Indicative content
2(a) (contd.)	<p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</p> <ul style="list-style-type: none"> the difficulties posed by Britain's membership of the EU, and its potential departure, showcase the limitations on Parliament's political sovereignty. (AO2), thus it can be concluded that Parliamentary sovereignty can be threatened politically and that external factors can affect it considerably (AO3) devolution gives away large and significant areas of law making, and attempting to exercise sovereignty by reclaiming these powers would cause huge political controversy (AO2), therefore this is evidence that sovereignty can be lost politically to other institutions and that it does not lie solely with Parliament in the UK (AO3) the political difficulty of resisting the pressure of a declaration of incompatibility of the Supreme Court is a significant restriction on Parliament's ability to exercise sovereignty in practice (AO2), so this shows that their sovereignty can be restricted and that there are other institutions, such as the judiciary, that can exercise power over Parliament (AO3) the political difficulty of Parliament overruling a referendum vote reduces its sole sovereignty, although arguably the EU referendum result is leading to this idea being challenged (AO2), this confirms the view that Parliament does not have sole sovereignty, as it has not overruled the referendum results, and that the people have effectively exercised sovereignty on this issue (AO3). <p>Candidates may refer to the following synoptic points:</p> <ul style="list-style-type: none"> the shift in sovereignty from Parliament to devolved institutions links to the adoption of a more pluralistic democracy, particularly as it allows pressure groups more access points to exercise influence [UK Politics: Democracy and participation 1.3] the increasing use of referendums links to a shift from a wholly or predominantly representative democracy where Parliament is sovereign to a more direct democracy and where the people are sovereign [UK Politics: Democracy and participation 1.1 and Electoral systems 3.2] Britain's perceived loss of sovereignty to the EU is reflected in the growth of UKIP [UK Politics Political Parties 2.3] the changes could be seen as representing a more limited government: devolution, for example, is close to the principle of 'consent from below' [Core Political Ideas: Liberalism 1 Core ideas and principles]. <p>Candidates may also creditably discuss the extent to which a shifting balance of power between the UK government and Parliament affects parliamentary sovereignty, although this should not be the main focus of the response.</p> <p>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 conclusion.</p> <p>Candidates who <i>have not</i> considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>Candidates who do not make any synoptic points cannot achieve Level 5.</p> <p>Accept any other valid responses.</p>

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. Makes limited synoptic points (AO1). • Limited analysis of aspects of politics with partial, logical chains of reasoning, which makes simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (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. Makes some relevant synoptic points (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 relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated 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. Makes generally relevant synoptic points (AO1). • Mostly focused analysis of aspects of politics with focused, logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which 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 carefully selected in order to underpin analysis and evaluation. Makes relevant and focused synoptic points (AO1). • Consistent analysis of aspects of politics, with coherent logical chains of reasoning, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).
Level 5	25–30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation. Makes convincing and cohesive synoptic points (AO1). • Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).

Question number	Indicative content
2(b)	<p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>This question requires candidates to draw on their knowledge and understanding of UK government and relevant knowledge and understanding of UK politics and core political ideas (AO1), candidates will use this to underpin their analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers, showing analytical and evaluative skills to address the question – such responses will be underpinned by their knowledge and understanding.</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that the Government's control over Parliament has reduced in recent years:</p> <p>Agreement</p> <ul style="list-style-type: none"> the chairs of select committees being chosen directly by MPs rather than by government whips the consultation of Parliament on military action, for example in Syria the introduction of the Backbench Business Committee of which the chair must be a member of the opposition the increased willingness of the House of Lords, which lacks a government majority, to delay government business, for example over proposed cuts to tax credits <p>Disagreement</p> <ul style="list-style-type: none"> the small number of government defeats in recent years there is little legislation not sponsored or supported by government that has become law the increasing 'payroll vote' of ministers plus Parliamentary Private Secretaries the imbalance of resources between government and Parliament in terms of staff and finances, and recent proposals, albeit abandoned, to reduce 'Short money'. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul style="list-style-type: none"> select committees are becoming increasingly independent of government, and the prominence given to select committee reports make this significant since negative publicity could force the government to act (AO2), therefore the government's control is reducing and other factors are affecting power and control, such as media attention (AO3) the war in Syria represents increased consultation of Parliament over prerogative powers, which represent a significant source of government power (AO2), therefore proving that the government does not always have full control and control can be reduced as Parliament can play a greater role in deciding what the government does and provides an ultimate check on their policies and actions (AO3) the Backbench Business Committee represents an increased ability of backbenchers to set parliamentary business and this reduces the extent to which government controls the parliamentary agenda (AO2), consequently this represents a clear reduction in control/power and points to the fact that backbenchers can exert power and control, and can influence decision making (AO3) the increased proactivity of the House of Lords in amending or delaying legislation provides an extra parliamentary check on government and so limits their ability to push legislation through (AO2), therefore this is clear evidence that control has been reduced, that it does not rest solely with government and that the other House can affect their policies (AO3).

Question number	Indicative content
2(b) (contd.)	<p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</p> <ul style="list-style-type: none"> the small number of government defeats highlights the continued power of the whips, which is the cornerstone of their control of the House of Commons and also links to the fact that the electoral system usually delivers a clear government majority (AO2), thus it would be wrong to say that there has been a reduction as there is still a strong case for the government being in control and for them to resist attempts to reduce their control (AO3) the small proportion of non-government legislation demonstrates the government's continuing large degree of control over the parliamentary agenda, linking to the Conservative notions of hierarchy and authority (AO2), therefore this is a clear case for the government retaining its control over Parliament and links to the fact that power comes from the main source of authority, which in this case can still be said to be the government (AO3) the size of the payroll vote, giving incentives to individual members of Parliament to co-operate with government, highlights the government's power of patronage as a means of controlling individual members of parliament (AO2), consequently this demonstrates that, ultimately, government will always be able to limit any Parliamentary attempt to curb its control as the government has the ability to control MPs and to limit their role as representatives (AO3) the imbalance of resources makes it harder for Parliament to scrutinise government and therefore be independent of its control. Recent proposals, albeit abandoned, to reduce 'Short money' emphasise the significance of this point (AO2), thus it would be unfair to say that government control has reduced as it still retains a great deal of power and control over Parliament, and the system supports the continuation of this fact (AO3). <p>Candidates may refer to the following synoptic points:</p> <ul style="list-style-type: none"> the usual government majority in the House of Commons, and its impact on government control of Parliament, is reflected in the rarity of election results that do not produce a government with an overall majority [UK Politics: Voting behaviour and the media 4.2] the level of media scrutiny of both Parliament and government, which is shown not only in the continued focus on Prime Minister's Questions as a form of scrutiny but also increasingly on the work of select committees, acts to limit government control [UK Politics: Voting behaviour and the media 4.3] the extent of the increase in parliamentary scrutiny and the reduction in government control can be seen in a shift towards a model of 'limited government' with greater separation of powers [Core Political Ideas: Liberalism 1 Core ideas and principles] conversely relatively little has changed in the traditional relationship between government and parliament that has developed organically over several centuries, in that the government retains an inbuilt majority and control over the parliamentary programme. [Core Political Ideas: Conservatism 1 Core ideas and principles]. <p>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 conclusion.</p> <p>Candidates who <i>have not</i> considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>Candidates who do not make any synoptic points cannot achieve Level 5.</p>

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. Makes limited synoptic points (AO1). • Limited analysis of aspects of politics with partial, logical chains of reasoning, which makes simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (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. Makes some relevant synoptic points (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 relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated 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. Makes generally relevant synoptic points (AO1). • Mostly focused analysis of aspects of politics with focused, logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which 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 carefully selected in order to underpin analysis and evaluation. Makes relevant and focused synoptic points (AO1). • Consistent analysis of aspects of politics, with coherent logical chains of reasoning, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).
Level 5	25–30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation. Makes convincing and cohesive synoptic points (AO1). • Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).

9PL0: UK Politics & Government: Essays
Paper 9PL0 01, Section A: Political Participation
June 2019 Materials

AND EITHER

- 2** (a) Evaluate the view that think-tanks, lobbyists and pressure groups have little impact on government decisions.

You must consider this view and the alternative to this view in a balanced way.

(30)

OR

- (b) Evaluate the view that the only political parties that matter in our political system are the Labour and Conservative parties.

You must consider this view and the alternative to this view in a balanced way.

(30)

Mark Scheme

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)	<p>Candidates should form analytical views which support or reject the view presented by the question</p> <p>They should look at the different perspectives that arise from the view presented by the question and show how these lay the foundations for a judgement.</p>
AO3 (10 marks)	<p>Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the analysis. They must make and form judgments and they should reach a reasoned verdict which comes down on one side throughout their response.</p> <p>Candidates must consider both views in their answers in a balanced way.</p> <p>The judgement a candidate reaches about these views should be reflected throughout their response.</p> <p>Candidates who have not considered both views in a balanced way cannot achieve marks beyond Level 2. Candidates who have only mentioned pressure groups (not think tanks or lobbyists) in question 2a cannot achieve marks beyond level 3. Candidates who have only mentioned either the Labour or Conservative Party in question 2b cannot achieve marks beyond level 3.</p> <p>Other valid responses are acceptable</p>

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
2(a)	<p>Agreement</p> <ul style="list-style-type: none"> Governments can ignore the vast bulk of influence exerted by think-tanks, lobbyists and pressure groups Governments tend to ignore collective organisations who have incompatible views Some collective organisations lack resources to have an impact on government decisions The vast number of collective organisations that exist in UK society often work to cancel each other out. <p>Disagreement</p> <ul style="list-style-type: none"> Governments are conscious of effective collective group activity Many collective organisations have a powerful political profile (respected think-tanks, lobbyists and insider groups) Governments have abandoned their policy agendas as a result of collective group activity Many collective organisations have direct input into government policy as a result of financial, political or academic support 	<p>Agreement</p> <ul style="list-style-type: none"> Governments have the sole authority to make decisions Governments have a mandate to carry out their policies, collective organisations do not. This is because the government may have a monopoly of information or may prevent information reaching the public domain. Diversity thus creates an impotence in power for collective bodies <p>Disagreement</p> <ul style="list-style-type: none"> Governments will avoid head on confrontation with collective bodies if possible, as it may damage their popularity Governments respond to these group's concerned more than others without this profile A well organised collective group may be as effective in changing government policy as other powerful groups. Government policy is impacted by collective groups who support the governing party of the time. 	<p>Agreement</p> <ul style="list-style-type: none"> We can conclude few various examples that government decisions have not been reversed by these actions of these collective organisation We can reach a judgement that collective organisations with limited compatibility with government policy have limited impact. We can come to a verdict that for collective organisations to have impact, they have to have substantial resources. We can conclude that, because the number of collective organisations have increased in recent years, few have managed to have a radical impact on government decisions <p>Disagreement</p> <ul style="list-style-type: none"> We can conclude that Governments are mindful of adverse publicity when dealing with pressure groups We can come to a verdict that it is not a question of whether collective groups have influence but of which ones? We can come to a judgement that collective groups provide a wealth of information and insight and thus have an impact on government policy. We can conclude that collective organisation's impact on government policy is extensive

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 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 of which are descriptive and lead to limited unsubstantiated conclusions (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 comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated 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 comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which 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 carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3).
Level 5	25–30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
2(b)	<p>Agreement</p> <ul style="list-style-type: none"> • It remains the major parties who dominate Parliament and thus the government • The funding, wealth and organisation of these parties cannot be matched by other parties • Other parties may have a few new ideas but the main cauldron of ideas rests with Labour & Conservative. • FPTP will always favour the major parties and secure their dominance <p>Disagreement</p> <ul style="list-style-type: none"> • The continued dominance of the Labour and Conservative parties has declined • The electoral and party landscape has changed with the emergence of other parties both in Westminster and in the regions and devolved areas • Governing parties are having to call on other parties to prop them up in government as with the current DUP deal at Westminster • Ideas from the minor parties shape the political agenda 	<p>Agreement</p> <ul style="list-style-type: none"> • Minor parties may cause a stir in by-elections, but they do not get enough support to control Westminster • The sheer size and scope of the funding system for the major parties means continued dominance for them • Decisions and policies of importance like economic, foreign, law and order and welfare policy emanate from the two parties. • Labour and Conservatives have established 'heartlands' where they usually win seats safely. <p>Disagreement</p> <ul style="list-style-type: none"> • There has been a focus away from the mainstream with people joining other parties • New electoral systems in the devolved regions have meant that votes for minor parties can now count. The SNP dominate Holyrood and PC have a strong base in Wales • As FPTP has worked in the last 3 GE a hung parliament is the most likely outcome at the polls giving power to other parties • The two parties have struggled to deal with many of the issues that smaller parties have raised SNP – independence, UKIP – Brexit, Greens -the environment 	<p>Agreement</p> <ul style="list-style-type: none"> • We can conclude that as there is little chance of minor parties ever governing alone, therefore they matter less. • We can conclude that in the age of the media, PR firms and advisors money matters – the two main parties have this, the others do not. • We can conclude that the two main parties matter more when it comes to policy formation. • We can conclude that the only thing that can damage these safe seats is electoral reform and neither party will acquiesce to this reform <p>Disagreement</p> <ul style="list-style-type: none"> • We can conclude that small party membership is rising and recent elections show significant support for the Brexit Party and Lib Dems • We can conclude that additional electoral systems in the UK have made smaller parties matter more. • We can conclude that support for the two main parties is not as solid as it once was and that smaller parties now matter more • We can conclude that smaller parties matter more as the issues they raise

			have not been dealt with effectively by the two main parties
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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 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 of which are descriptive and lead to limited unsubstantiated conclusions (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 comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated 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 comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which 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 carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3).
Level 5	25–30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2).

		<ul style="list-style-type: none"> • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).
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9PL0: UK Politics & Government: Essays
Paper 9PL0 01, Section A: Political Participation
June 2019 Materials

AND EITHER

- 2** (a) Evaluate the view that membership of the EU undermined parliamentary sovereignty.

In your answer you should draw on relevant knowledge and understanding of the study of Component 1: UK politics and core political ideas. You must consider this view and the alternative to this view in a balanced way.

(30)

OR

- (b) Evaluate the view that although the House of Lords has less power than the House of Commons, in practice it exerts more influence on government decisions.

In your answer you should draw on relevant knowledge and understanding of the study of Component 1: UK politics and core political ideas. You must consider this view and the alternative to this view in a balanced way.

(30)

Mark Scheme

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)	<p>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.</p> <p>Candidates must consider both views in their answers in a balanced way.</p> <p>The judgement a candidate reaches about these views should be reflected in their conclusions.</p> <p>Candidates who have not considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>Candidates who do not make any synoptic points cannot enter Level 5</p> <p>Other valid responses are acceptable</p>

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
2(a)	<p>Agreement</p> <ul style="list-style-type: none"> EU laws take precedence over UK laws. In some areas of EU decision-making, member countries do not have a veto. All EU members have to accept the conditions of the single market. The UK parliament has to abide by decisions of the European Court of Justice (ECJ). 	<p>Agreement</p> <ul style="list-style-type: none"> The Factortame case showed that EU law takes priority over UK law in certain areas as was shown in the case of the dispute over fishing rights. Qualified majority voting (QMV) is used in several areas of EU policy making, such as employment and the environment, under which no individual country has a veto. Member states have to enable the free movement of goods, capital, services and labour. The issue of free movement featured prominently in the 2016 referendum campaign. The European Court of Justice has jurisdiction over member states which must abide by decisions of the court. 	<p>Agreement</p> <p>We can therefore conclude that the superiority of EU law over UK law means that the sovereignty of parliament was undermined.</p> <p>We can conclude that the absence of a veto in these areas shows that EU membership undermined parliamentary sovereignty.</p> <p>We can therefore conclude that as member states have to abide by these conditions, this undermined parliamentary sovereignty.</p> <p>We can conclude from this infringement on the UK's power that EU membership undermined the sovereignty of parliament.</p>

	<p>Disagreement</p> <ul style="list-style-type: none"> • The UK can withdraw from the EU. • EU member states have retained sovereignty in all important areas. • Sovereignty has been 'pooled' rather than undermined. • The UK obtained 'opt outs' and vetos 	<p>Disagreement</p> <ul style="list-style-type: none"> • Parliament retains the right to withdraw from the EU, by a simple Act of Parliament, as shown following the successful leave campaign. • The UK has retained the right of veto in important areas of policy, which are not subject to QMV. • The pooling of sovereignty within the EU gives the UK parliament influence on EU wide decisions which in turn have much more force on the world stage than they would have otherwise. • The UK retained 'opt outs' from e.g. the joining the Euro and from the Schengen area. 	<p>Disagreement</p> <ul style="list-style-type: none"> • From this we can conclude that parliamentary sovereignty has not been undermined by EU membership. • We can therefore conclude that EU membership did not undermine parliamentary sovereignty as the UK retained these veto powers. • We can conclude that the pooling of sovereignty shows that EU membership did not undermined parliamentary sovereignty. • We can therefore conclude from these 'opt outs' that parliamentary sovereignty was not undermined by EU membership.
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	<p>Candidates may refer to synoptic links such as the following:</p> <p>The ideas and policies of political parties i.e. different views over parliamentary sovereignty.</p> <p>The role and impact of the media i.e. some newspapers argued strongly that EU membership undermined parliamentary sovereignty.</p> <p>How this issue featured in the EU referendum campaign i.e. the supremacy of Parliament was a prominent issue in the EU referendum campaign.</p> <p>Accept any other valid synoptic points.</p>		
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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 (AO1). • 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 of which are descriptive and lead to limited unsubstantiated conclusions (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 (AO1). • Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated 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 (AO1). • Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which 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 carefully selected in order to underpin analysis (AO1). • Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3).
Level 5	25-30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis (AO1).

		<ul style="list-style-type: none"> • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).
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Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
2(b)	<p>Agreement</p> <ul style="list-style-type: none"> • The government does not have a majority in the Lords. • Party loyalty is weaker in the Lords than the Commons. • Unelected peers are immune from patronage. 	<p>Agreement</p> <ul style="list-style-type: none"> • As the government does not have a majority in the second chamber, they are constantly aware that they may face defeat in the Lords and are more likely to face hostile amendments to legislation. • Peers are less likely to toe the party line and there are also crossbenchers in the Lords who do not follow a party whip. • Patronage is used to keep frontbench and backbench MPs in line. Peers are appointed for life and so are less affected by patronage. 	<p>Agreement</p> <ul style="list-style-type: none"> • We can conclude from this that the Lords exerts more influence on government decisions than the House of Commons. • We can conclude from the weaker 'tribal' nature of the Lords that the Lords is able to exert more influence on government decisions than the Commons. • We can conclude that the ineffectiveness of patronage means that the Lords is able and willing to exert more influence on government decisions.

	<ul style="list-style-type: none"> The government suffers many more defeats in the Lords than in the Commons. 	<ul style="list-style-type: none"> The government is much more likely to suffer a defeat in the Lords than in the Commons. For example, the coalition government, 2010-2015, suffered 100 defeats in the Lords, compared to 6 defeats in the Commons. 	<ul style="list-style-type: none"> We can conclude from the assertiveness of the Lords that it exerts more influence on government decisions.
	Disagreement	Disagreement	Disagreement
	<ul style="list-style-type: none"> The Commons is more powerful than the Lords. The Salisbury convention further limits the influence of the Lords. The government can usually reverse defeats in the Lords. The Lords lacks the authority to challenge the government. 	<ul style="list-style-type: none"> The Lords does not have the power to veto legislation or amend finance Bills. The Commons can veto any piece of government legislation or policy. The Salisbury convention means that the Lords does not oppose manifesto commitments. The Commons has no such limitations. The government can reaffirm the original wording in the Commons. The Lords will usually back down in. On the other hand, once defeated in the Commons, the government will usually accept this. The unelected Lords lacks the authority to wield greater powers and it is right that the elected Commons is dominant. 	<ul style="list-style-type: none"> We can conclude from the greater powers of the Commons that it exerts more influence on government decisions than the Lords. We can therefore conclude that the Lords is not able to exert as much influence on government decisions due to convention. Therefore, the Commons exerts more influence on government decisions than the Lords as the government cannot easily ignore a defeat in the Commons. We can conclude that the lack of legitimacy of the Lords limits its influence on government, whereas the

	<p>Candidates may refer to synoptic links such as the following:</p> <ul style="list-style-type: none"> The impact of FPTP on party composition in the Commons i.e. governments will often have majorities in the Commons. The democratic deficit represented by the Lords i.e. the Lords is an unelected chamber. The electoral mandate i.e. by convention the Lords does not challenge policies in the government's manifesto <p>Accept any other valid synoptic points.</p>		<p>Commons has the authority and power to do so. Therefore, the Commons exerts more influence on government decisions.</p>
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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 (AO1). • 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 of which are descriptive and lead to limited unsubstantiated conclusions (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 (AO1). • Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated 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 (AO1). • Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which 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 carefully selected in order to underpin analysis (AO1). • Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3).
Level 5	25–30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis (AO1).

		<ul style="list-style-type: none"> • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).
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9PL0: UK Politics & Government: Essays
Paper 9PL0 01, Section A: Political Participation
Autumn 2020 Materials

AND EITHER

- 2** (a) Evaluate the view that the actions of pressure groups have been more significant than government legislation in defending and promoting rights in the UK.

You must consider this view and the alternative to this view in a balanced way.

(30)

OR

- (b) Evaluate the view that the various electoral systems in use in the UK make significant differences to party representation.

You must consider this view and the alternative to this view in a balanced way.

(30)

Mark Scheme

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)	<p>Candidates should form analytical views which support and reject the view presented by the question</p> <p>They should look at the different perspectives that arise from the view presented by the question and show how these lay the foundations for a judgement.</p>
AO3 (10 marks)	<p>Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the arguments.</p> <p>They must make and form judgments and they should reach a reasoned verdict which comes down on one side throughout their response.</p> <p>Candidates must consider both views in their answers in a balanced way.</p> <p>The judgement a candidate reaches about these views should be reflected throughout their response.</p> <p>Candidates who have not considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>Candidates who fail to mention relevant legislation and individual rights in question 2a cannot achieve marks beyond level 3.</p> <p>Candidates who have only mentioned either the Labour or Conservative Party in question 2b cannot achieve marks beyond level 3.</p> <p>Other valid responses are acceptable</p>

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
2(a)	<p>Candidates may demonstrate the following knowledge and understanding points (AO1) which agrees with the premise:</p> <p>Agreement</p> <ul style="list-style-type: none"> Pressure groups have been at the forefront of securing rights in the UK Pressure groups protect the rights of minority groups. Pressure groups force the Government to uphold rights by using judicial review Pressure groups help citizens to access their rights. Just having laws is not enough. 	<p>Candidates may refer to the following analytical points (AO2) in agreement with the premise:</p> <p>Agreement</p> <ul style="list-style-type: none"> Pressure groups speak up on behalf of others and articulate their demands, the campaign for lowering the voting age and women's rights came about through pressure group actions When pressure groups raise the injustice faced by minority groups, they make the government act. The campaign for Gay Rights was garnered by groups such as Stonewall and Liberty There have been many cases of ministers who undermined rights being taken to court by pressure groups. e.g. Poundland case, Miller v DExEU The example of the FoI illustrates this well. Pressure groups use the Act to uncover issues to bring to the public's attention 	<p>Candidates may refer to the following evaluative points (AO3) which agrees with the premise:</p> <p>Agreement</p> <ul style="list-style-type: none"> We can conclude that government legislation simply reacts to public demand and complies with well supported pressure groups We can conclude that pressure applied to the government by pressure groups for minorities are the key agent of change Hence, pressure groups are able to use a variety of means to defend and promote rights We can conclude that the existence of legislation is insufficient in protecting rights, it needs pressure groups to help citizens to access it.
	<p>Candidates may demonstrate the following knowledge and understanding points (AO1) which disagrees with the premise:</p>	<p>Candidates may refer to the following analytical points (AO2) in disagreement with the premise:</p>	<p>Candidates may refer to the following evaluative points (AO3) which disagrees with the premise:</p>

	<p>Disagreement</p> <ul style="list-style-type: none"> In the UK it is governments who create legislation to promote and defend rights, through parliament. The Human Rights Act has revolutionised rights protection in the UK. All major rights in the UK owe their existence to legislation – the right to vote, equal pay, sexual and racial discrimination – all arose via legislation 	<p>Disagreement</p> <ul style="list-style-type: none"> Rights protection may be promoted and supported by many, but it is only through government legislation created through Parliament that citizen's rights advance, eg HRA, Equalities Act, FoI Pressure groups use this piece of government legislation to promote rights, but without it, they would be ineffective. For example, the de-criminalisation of homosexuality and Gay Marriage may not have been passed but for determined legislators 	<p>Disagreement</p> <ul style="list-style-type: none"> We can conclude that it is only the plethora of legislation which has grown considerably over time that has protected and defended citizens' rights It is thus the Government and politicians elected to Parliament that have to power and scope to create legislation. Thus, governments have the power and ability to legislate – whereas pressure groups only have the ability to influence not create
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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 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 of which are descriptive and lead to limited unsubstantiated conclusions (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 comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated 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 comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which 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 carefully selected in order to underpin analysis and evaluation (AO1). Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3).
Level 5	25–30	<ul style="list-style-type: none"> Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
2(b)	<p>Candidates may demonstrate the following knowledge and understanding points (AO1) which agrees with the premise:</p> <p>Agreement</p> <ul style="list-style-type: none"> First past the post (FPTP) makes a huge difference to party representation AMS makes a considerable difference to party representation STV makes a considerable difference to party representation 	<p>Candidates may refer to the following analytical points (AO2) in agreement with the premise:</p> <p>Agreement</p> <ul style="list-style-type: none"> FPTP in its design tends to work for two main parties and unfairly rewards the other or minor parties In its design of having two votes one based on FPTP and the other on the list system – there is compensation to parties who fail to do well at constituency levels but have a large overall vote. STV is designed to be an electoral system which captures not only the different parties but the shades of opinion within them. It can favour certain personalities within the parties 	<p>Candidates may refer to the following evaluative points (AO3) which agrees with the premise:</p> <p>Agreement</p> <ul style="list-style-type: none"> We can conclude because it usually overrepresents the two major parties in power, the chance of reform is non-existent We can conclude that the result will be a wider spread of political parties who can secure election and fair representation We can reach a verdict that it was specifically chosen for Northern Ireland (NI) to capture the spread of party support.
	<p>Candidates may demonstrate the following knowledge and understanding points (AO1) which disagrees with the premise:</p> <p>Disagreement</p>	<p>Candidates may refer to the following analytical points (AO2) in disagreement with the premise:</p> <p>Disagreement</p>	<p>Candidates may refer to the following evaluative points (AO3) which disagrees with the premise:</p> <p>Disagreement</p>

	<ul style="list-style-type: none"> First past the post (FPTP) makes a no significant difference to party representation AMS makes no real difference to party representation STV makes no real difference to party representation 	<ul style="list-style-type: none"> FPP has recently resulted in larger roles for smaller parties - coalition, minority and small majority governments as support for the two main parties has dropped. Rather than delivering a multi-party system, AMS has led to Scottish politics being dominated by one party, the SNP, giving them a majority in 2011. In the Welsh Parliament, it is the Labour Party who have dominated. Comparisons between representation in UK General elections to representation in NI assembly elections shows a great similarity in who wins seats. 	<ul style="list-style-type: none"> We can conclude that FPTP, like PR, allows for smaller parties to have a greater say in government when support for the two main parties decreases We can conclude that AMS does not significantly affect the dominance of one party. We can conclude that there has been major party change in terms of representation, but this is not due to the electoral system as outcomes for NI MPs elected by FPTP mirror choices under STV
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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 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 of which are descriptive and lead to limited unsubstantiated conclusions (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 comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated 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 comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which 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 carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3).
Level 5	25–30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).

9PL0: UK Politics & Government: Essays
Paper 9PL0 01, Section A: Political Participation
Autumn 2020 Materials

AND EITHER

- 2** (a) Evaluate the view that the Supreme Court has too much influence over the executive.

In your answer you should draw on relevant knowledge and understanding of the study of Component 1: UK politics and core political ideas. You must consider this view and the alternative to this view in a balanced way.

(30)

OR

- (b) Evaluate the view that since 2010 the UK has seen a return to cabinet government.

In your answer you should draw on relevant knowledge and understanding of the study of Component 1: UK politics and core political ideas. You must consider this view and the alternative to this view in a balanced way.

(30)

Mark Scheme

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)	<p>Candidates should form analytical views which support and reject the view presented by the question</p> <p>They should look at the different perspectives that arise from the view presented by the question and show how these lay the foundations for a judgement.</p>
AO3 (10 marks)	<p>Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the arguments.</p> <p>They must make and form judgments and they should reach a reasoned verdict which comes down on one side throughout their response.</p> <p>Candidates must consider both views in their answers in a balanced way.</p> <p>The judgement a candidate reaches about these views should be reflected throughout their response.</p> <p>Candidates who have not considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>Candidates who fail to mention relevant legislation and individual rights in question 2a cannot achieve marks beyond level 3.</p> <p>Candidates who have only mentioned either the Labour or Conservative Party in question 2b cannot achieve marks beyond level 3.</p> <p>Other valid responses are acceptable</p>

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
2(a) Evaluate the view that the Supreme Court has too much influence over the executive.	Points for the view <ul style="list-style-type: none"> It can set aside executive actions under judicial review if they are ultra vires or break the HRA. It can make a declaration of incompatibility. Increased judicial independence since the Constitutional Reform Act and the Human Rights Act have led to an increase in the use of judicial review. 	Analysis for the view <ul style="list-style-type: none"> The SC can set aside executive actions if they are unlawful, irrational or made in the wrong way. E.g. in 2013, the quashing of Jeremy Hunt's decision re the maternity and A and E departments at Lewisham Hospital as it was deemed beyond his legal powers. The SC can make a declaration of incompatibility with regard to an act of parliament, which has effectively originated from the executive. Whilst not legally binding, such decisions generally lead to the Government proposing changes to the law to satisfy the Court ruling. The increase in the number of judicial reviews, has slowed down decision making, added costs to public projects and made Ministers increasingly cautious for fear of litigation. 	Conclusions and judgement for the view <ul style="list-style-type: none"> We can conclude from this that the SC has too much influence over the executive as it has the ability to quash actions of Ministers and government departments. We can form a judgement from this that the SC has too much influence over the executive as such declarations exert a moral compulsion on the executive to act.. We can reach a verdict from the increase in judicial reviews, that the SC has too much influence over the executive as it has limited the ability of the executive to deliver effective government.

	<ul style="list-style-type: none"> The SC lacks democratic legitimacy as judges are unelected, unaccountable and socially unrepresentative yet has become involved in political decisions. 	<ul style="list-style-type: none"> Even though the SC lacks democratic legitimacy it has been willing to challenge the executive and limit its power, e.g. in both the Article 50 and prorogation cases. 	<ul style="list-style-type: none"> The SC has too become too involved in political rather than legal matters and so has much influence for an unelected body over the elected executive in a democracy. <p>Conclusions and judgement against the view</p>
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	<p>Points against the view</p> <ul style="list-style-type: none"> The SC can't strike down an Act of Parliament. SC can only interpret the law on cases that are brought before it The majority of judicial reviews are not upheld and judicial review is used to ensure the rule of law is upheld The SC is only ruling on legal and constitutional issues, not political 	<p>Analysis against the view</p> <ul style="list-style-type: none"> The court does not have the power to strike down a statute, only declare it incompatible. This is not legally binding on the executive branch and they can choose what action to take – e.g. prisoners votes and civil partnerships. This means that SC judgements can be overturned by the executive changing the law through parliament, so its influence is limited as in the case of freezing of the assets of terrorists The SC upholds the rule of law, a key principle of the UK constitution – e.g. UNISON case 2017, and in the majority of cases judicial reviews against the executive are not upheld, so its influence is limited. The SC confines its role to legal matters; in 	<ul style="list-style-type: none"> We can form a judgement from this that the SC does not have too much influence over the executive as declarations of incompatibility are not legally binding. We can conclude from this that the SC does not have too much influence over the executive. We can from a judgement from this that the SC does not have too much influence over the executive as judicial review is crucial to maintaining the rule of law We can conclude that the SC does not have too much influence over the executive; it is fulfilling its role as a constitutional court.
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	issues.	both prorogation and Article 50 the SC was not ruling on the benefits or otherwise of Brexit but the balance of power between the executive and legislature.	
	<p>Candidates may refer to the following synoptic points:</p> <ul style="list-style-type: none"> The media reporting of important Supreme Court cases, such as on Brexit. Controversy over the issues of rights in Supreme Court judgements. Arguments for and against the legitimacy of the Supreme Court. Differing views and tensions within political parties on the role of the judiciary and the Supreme Court, including in reference to differing views on the HRA and judicial review. 		

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. Makes limited synoptic points (AO1). • 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 of which are descriptive and lead to limited unsubstantiated conclusions (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. Makes some relevant synoptic points (AO1). • Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated 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. Makes generally relevant synoptic points (AO1). • Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which 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 carefully selected in order to underpin analysis and evaluation. Makes relevant and focused synoptic points (AO1). • Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3).
Level 5	25–30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation. Makes convincing and cohesive synoptic points (AO1).

		<ul style="list-style-type: none"> • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).
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Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
2(b) Evaluate the view that since 2010 the UK has seen a return to cabinet government.	<p>Points for the view</p> <ul style="list-style-type: none"> • Cameron led a coalition government rather than a single party, majority government. • There have been 'Big beasts' in cabinets. • May's lost her majority in 2017. • Conservative party divisions mean cabinet has been more prominent. 	<p>Analysis for the view</p> <ul style="list-style-type: none"> • Cameron led a coalition government with cabinet members from another party and so cabinet became more influential in shaping policy. • 'Big beasts' in cabinets, such as George Osborne and Boris Johnson gave cabinet a more prominent role. • May's snap election in 2017 led to her losing her majority, losing the support of her party and seriously weakened her position as PM and cabinet taking more of a role in shaping policy. • Conservative party divisions over 'Brexit' seriously weakened May's position and cabinet took a more prominent role in shaping government policy towards e.g. the 'Brexit' deal. 	<p>Conclusions and judgement for the view</p> <ul style="list-style-type: none"> • We can form a judgement from Cameron's experience of coalition government that we have seen a return to cabinet government. • 'Big beasts' in cabinets, such as George Osborne and Boris Johnson gave cabinet more prominence and we can conclude from this that we have seen a return to cabinet government. • May's minority government weakened her authority as PM and we can form a judgement from this that we have seen a return to cabinet government. • Conservative party divisions over 'Brexit' seriously weakened May's position and we can conclude from this that we have seen a return to cabinet government. <p>Conclusions and judgement against the view</p>

	<p>Points against the view</p> <ul style="list-style-type: none"> • Cameron was able to implement his austerity policies. • Cameron used the coalition 'quad' to bypass Cabinet. • PMs have used their positions as party leader, the power of patronage and the convention of collective responsibility to dominate their cabinet. • The PM increasingly bypasses Cabinet through the use of special advisers and Cabinet Committees. 	<p>Analysis against the view</p> <ul style="list-style-type: none"> • Cameron was able to implement his austerity policies with little effective opposition from his coalition cabinet. • Cameron used the coalition 'quad' to take major decisions outside of full cabinet in an approach similar to that of Wilson's Kitchen Cabinet. • PMs have used their position as party leader, the power of patronage and the convention of collective responsibility to dominate their cabinets. Boris Johnson has established a Cabinet of loyalists in a style similar to Thatcher post 1983. • The bypassing of Cabinet, particularly with the perceived dominance of Dominic Cummings in the Johnson 	<ul style="list-style-type: none"> • We reach a verdict that the ease with which Cameron was able to implement austerity means that we have not seen a return to cabinet government. • We can conclude from the use of the 'quad' from 2010-15 that we have not seen a return to cabinet government. • We can form a judgement that the position of party leader, the power of patronage and convention of collective responsibility means that we have not seen a return to cabinet government. • We can conclude from the bypassing of Cabinet, that there has been no return to Cabinet government.
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		administration and the use of Cabinet Committees by Theresa May, increases the control of the Prime Minister over Cabinet.	
	<p>Candidates may refer to the following synoptic points:</p> <ul style="list-style-type: none"> • The importance of the media in the fortunes of prime ministers. • The mandate a prime minister can claim from achieving a large Commons majority. • FPTP tends to produce large majorities but delivered hung Parliament in 2010 and 2017. • The importance of unity and divisions within parties, affecting the power of prime ministers. 		

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. Makes limited synoptic points (AO1). • 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 of which are descriptive and lead to limited unsubstantiated conclusions (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. Makes some relevant synoptic points (AO1). • Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated 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. Makes generally relevant synoptic points (AO1). • Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which 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 carefully selected in order to underpin analysis and evaluation. Makes relevant and focused synoptic points (AO1). • Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3).
Level 5	25–30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation. Makes convincing and cohesive

		<p>synoptic points (AO1).</p> <ul style="list-style-type: none"> • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).
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