



Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCE Advanced Subsidiary
In Politics (8PL0)
Paper 2: UK Government

Edexcel and BTEC Qualifications

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

Pearson: helping people progress, everywhere

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

Summer 2024

Question Paper Log Number P72993

Publications Code 8PLO_02_2024_MS

All the material in this publication is copyright

© Pearson Education Ltd 2024

General Marking Guidance

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

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

8PL02: AS paper 2 UK Government mark scheme

Section A

Guidelines for marking Questions 1a and 1b
Marks are awarded for AO1 only.
Marks are awarded for showing depth of knowledge and understanding.

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

Question number	Indicative content
	Describe the role of a Peer in the House of Lords.
1(a)	<p>AO1 (10 marks)</p> <p>Candidates may refer to:</p> <ul style="list-style-type: none">• Backbench Peers scrutinise the government.• Takes part in debates in the Lords.• Votes on legislation.• May represents a policy area and/or a special interest.• May share their expertise in particular fields of policy/ legislation. <p>Accept any other valid responses.</p>

Question number	Indicative content Describe the convention of individual ministerial responsibility.
1(b)	AO1 (10 marks) Candidates may refer to: <ul style="list-style-type: none">• A convention is a rule considered binding, but not legally enforceable.• By convention, ministers are responsible for their departments, and they may be forced to resign for departmental failure or their own misconduct.• They can be held responsible, and may be forced to resign, for policy failure.• They can be held responsible, and may be forced to resign, for administrative failure.• They can be held responsible, and may be forced to resign, for personal misconduct. Accept any other valid responses.

Section B

Guidelines for marking Question 2
Marks are awarded for AO1 and AO2 only.
Marks are awarded for showing depth of knowledge and understanding (AO1) but this has to be based on the material presented in the source.
Marks are awarded for illustrating clarity of analysis (AO2) but this has to arise from the context presented by the source.
No marks are available for making a judgement or reaching any form of conclusion (AO3).

In AO2 political information means source.		
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none">• Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1).• Limited analysis of political information with partial logical chains of reasoning, which make simplistic connections between ideas and concepts (AO2).
Level 2	4–7	<ul style="list-style-type: none">• Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1).• Mostly focused analysis of political information with clear, logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2).
Level 3	8–10	<ul style="list-style-type: none">• Demonstrates comprehensive and precise knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1).• Consistent and sustained analysis of political information, with coherent logical chains of reasoning, which make convincing connections between ideas and concepts (AO2).

Question number	Indicative content Using the source, explain the factors that Prime Ministers consider when appointing their cabinet.
2	<p>AO1 (5 marks), AO2 (5 marks) Candidates may demonstrate the following knowledge and understanding (AO1) when explaining the factors that Prime Ministers consider when appointing their cabinet:</p> <ul style="list-style-type: none"> • Appointing their political supporters. • Ensuring a political balance in cabinet. • Appointing so called 'big beasts'. • Appointing able ministers. <p>Accept any other valid responses.</p> <p>Candidates may refer to the following analytical points (AO2) when explaining the factors that Prime Ministers consider when appointing their cabinet:</p> <ul style="list-style-type: none"> • Prime Ministers are likely to appoint their political supporters to cabinet as a reward for their loyalty, and in order to ensure they have support for their policies in cabinet. • Prime Ministers are likely to appoint ministers from different wings of their parliamentary party in order to ensure a political balance, and to ensure they have broad support within the parliamentary party. • Prime Ministers are likely to appoint so called 'big beasts' to their cabinet, as these politicians have significant support within the party and the country, and it would be difficult to exclude them from senior office. • Prime Ministers are likely to appoint competent and able ministers with a proven track record, as they will provide a 'safe pair of hands' and implement government policies effectively. <p>Accept any other valid responses.</p>

Guidelines for marking Question 3

Marks are awarded for AO2 and AO3 only.

Marks are awarded for illustrating clarity of analysis (AO2) but this has to arise from the context presented by the source.

No AO1 marks are available for repeating knowledge or understanding from the source or for introducing own knowledge and understanding if it is not linked to providing clarity to the AO2 & AO3 points arising from the source.

AO2 and AO3 require candidates to analyse and evaluate the sources and develop their answers, showing comparative analytical and evaluative skills to address the question.

Candidates should focus their comparison on analysing the similarities and differences of the viewpoints given in the sources.

Candidates who *do not* undertake any comparative analysis of the source cannot achieve beyond Level 1.

There are no AO1 marks available. *Do not* give credit to responses where candidates demonstrate knowledge alone. Any knowledge used must support their analysis and evaluation.

In AO2 and AO3 political information means source.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none">Limited comparative analysis of political information with partial logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2).Makes superficial evaluation of political information, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated and unjustified conclusions (AO3).
Level 2	4–7	<ul style="list-style-type: none">Mostly focused comparative analysis of political information with clear, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2).Constructs mostly relevant evaluation of political information, constructing mostly focused arguments and judgements, many which are substantiated and lead to some specific conclusions, that are sometimes justified (AO3).
Level 3	8–10	<ul style="list-style-type: none">Consistent and sustained comparative analysis of political information, with coherent logical chains of reasoning, drawing on similarities and differences within political information, which make convincing connections between ideas and concepts (AO2).Constructs coherent and sustained evaluation of political information, constructing effectively substantiated arguments and judgements, which are consistently substantiated and lead to precise conclusions that are fully justified (AO3).

Question number	Indicative content Using the sources, assess whether select committees exert significant influence on government.
3	<p>A02 (5 marks), A03 (5 marks)</p> <p>Candidates may refer to the following comparative analytical points (A02) when assessing the similarities and differences between the sources:</p> <ul style="list-style-type: none"> • The sources agree that select committees are more independent of party whips. • The sources agree that select committees contribute to current political issues. • The sources disagree over the impact of the investigation into the Windrush scandal. • The sources disagree over whether or not select committees influenced the government over Brexit. <p>Accept any other valid responses.</p> <p>Candidates may refer to the following comparative evaluative points (A03) when assessing the similarities and differences between the sources:</p> <ul style="list-style-type: none"> • We can conclude that this greater independence means that select committees have investigated issues that may e.g. be embarrassing for the government. It also means that the inbuilt governing party majority on committees cannot be whipped to avoid scrutiny. • We can conclude that this demonstrates that select committees have an important role in discussing and informing contemporary policy debates. This in turn provides policy options to government and exerts an influence on government decision-making. • Either we can conclude from source 2 that the resignation of Rudd and the repudiation of the Home Office's 'Windrush' policy demonstrated the impact of select committees on government; or we can conclude from source 3 that since Windrush victims were still waiting for compensation two years later, that this shows the lack of influence on government. • Either we can conclude from source 2 that the influence of select committees on Brexit was demonstrated in pressuring the government to publish its 39 economic impact assessments; or we can conclude from source 3 that in the end, select committees had little or no influence on the final Brexit deal, which was rushed through parliament in a single day. <p>Accept any other valid responses.</p>

Section C

Guidelines for marking Questions 4a and 4b
AO1 (10 marks) Marks here relate to knowledge and understanding. It should be used to underpin analysis (AO2) and evaluation (AO3)
AO2 (10 marks) Candidates should form analytical views which support and reject the view presented by the question.
AO3 (10 marks) Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the prior analysis. They should be able to make and form judgments and they should reach reasoned conclusion.
<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 <i>not</i> considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>Candidates who do not refer to both <i>ultra vires</i> and judicial review in 4a) cannot achieve marks beyond level 3.</p> <p>Candidates who do not refer to at least two devolved bodies in 4b) cannot achieve marks beyond level 3.</p> <p>Candidates who do not mention any synoptic points cannot achieve marks beyond level 4. Where there is no synopticity this will limit the AO1.</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 make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many of which are descriptive (AO3).
Level 2	7–12	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation. 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 appropriate evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially unsubstantiated and lead to generic conclusions, without much justification (AO3).
Level 3	13–18	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation. Makes mostly relevant synoptic points (AO1). • Mostly focused analysis of aspects of politics with logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly focused arguments and judgements, many are substantiated and lead to some focused conclusions, that are sometimes justified (AO3).
Level 4	19–24	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are selected appropriately in order to underpin analysis and evaluation. Makes relevant synoptic points (AO1). • Focused analysis of aspects of politics with logical chains of reasoning, which make relevant connections between ideas and concepts (AO2). • Constructs relevant evaluation of aspects of politics, constructing focused arguments and judgements, which are substantiated and lead to focused conclusions that are mostly justified (AO3).
Level 5	25–30	<ul style="list-style-type: none"> • Demonstrates comprehensive and precise knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation. Makes consistent and coherent synoptic points (AO1). • Consistent and sustained analysis of aspects of politics, with coherent, logical chains of reasoning, which make convincing connections between ideas and concepts (AO2). • Constructs coherent and sustained evaluation of aspects of politics, constructing effectively substantiated arguments and judgements, which are consistently substantiated and lead to precise conclusions that are fully justified (AO3).

Question number	Indicative content How far do you agree that <i>ultra vires</i> and judicial review enable the Supreme Court to have significant influence over the executive?
4(a)	<p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that the Supreme Court has significant influence over the executive:</p> <p>Agreement</p> <ul style="list-style-type: none"> • <i>Ultra vires</i> is the principle that a body or individual has 'acted beyond their authority'. • Judicial reviews take place when the Supreme Court rules on the actions of the government or a public body. • There has been a growth in judicial reviews, and in the willingness of courts to rule in favour of the claimants. • Significant Supreme Court cases include the Gina Miller challenges over Article 50 (2017) and the Prorogation of Parliament (2019). <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that the Supreme Court does not have significant influence over the executive:</p> <p>Disagreement</p> <ul style="list-style-type: none"> • The basis for judging that the executive has acted <i>ultra vires</i> are narrow. • As long as the executive acts within its powers and within the law, then the Supreme Court has little influence over its actions. The executive can also change the law following a defeat in the Supreme Court. • The Supreme Court cannot initiate judicial reviews. • The EU Supreme Court decisions can be seen as 'one offs' and did not affect the overall outcome. <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"> • If the courts rule that a public body has acted beyond its authority, or 'irrationally' then these actions can be quashed because they have not been legally carried out (AO2). Therefore, we can conclude that the Supreme Court does have significant influence over the executive (AO3). • The Supreme Court can rule an action <i>ultra vires</i>, meaning that the minister or public body has overstepped their powers. This is a very significant power, which has been used by the Supreme Court (AO2). We can conclude from this, that the Supreme Court has a significant influence over the executive (AO3). • There has been a significant growth in judicial reviews in general, including a consistently high number at the Supreme Court, although not all of these are related to executive actions. There were 60 appeal hearings in 2021-22 and between 61-92 appeals heard in the five

previous years (AO2). Therefore, the significant number of judicial reviews heard by the Supreme Court shows that it has a significant influence over the executive (AO3).

- The Supreme Court made two very significant rulings over the Brexit process, which clearly influenced the executive. They ruled, in 2017, that May did not have the power to trigger the process of leaving the EU, as this was a decision for Parliament. They ruled that Johnson's proroguing of Parliament, in 2019, was *ultra vires* and therefore 'void' (AO2). Therefore, we can conclude from these two landmark cases, that the Supreme Court does have significant influence over the executive (AO3).

Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:

- The conditions for ruling an executive action *ultra vires* are very narrow. For instance, unless the executive has acted outside its jurisdiction, it must be shown to have acted irrationally. This is a very difficult bar to reach (AO2). Therefore, we can conclude that the difficulties of demonstrating that an executive action is *ultra vires*, means that the Supreme Court has little influence over the executive (AO3).
- As long as the executive acts within the law, then judicial reviews are unlikely to succeed. In any case, if a judicial review is successful, then the executive can change the law, through an Act of Parliament and the principle of parliamentary sovereignty. Even where the Supreme Court issues a declaration of incompatibility (under the HRA), the executive can choose to ignore this (AO2). Therefore, we can conclude that the Supreme Court has little influence over the executive (AO3).
- The Supreme Court cannot initiate a judicial review, but only decide on cases that are brought before it. This very much limits its scope and influence with regard to executive actions (AO2). We can conclude from the reactive nature of judicial reviews that the Supreme Court has little influence over the executive (AO3).
- The Supreme Court often upholds government policy and/or actions of ministers: e.g. Sajid Javid's decision to withdraw British citizenship from Shamima Begum was upheld. The Court ruled in favour of the two child limit for Universal Credit. Neither of the Supreme Court judgements on Brexit had a serious influence on the overall outcome of the withdrawal from the EU (AO2). Therefore, this shows that in most cases the Supreme Court does not exercise a significant influence on the executive (AO3).

Candidates may refer to the following synoptic points:

- The EU referendum;
- The emergence of the Brexit party/ splits within other parties over the EU;
- The role of the media in reporting Supreme Court decisions.

Accept any other valid responses.

Question number	Indicative content 'Devolution across the UK has been a success'.
4(b)	<p data-bbox="328 219 1093 253">AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p data-bbox="328 315 1214 383">Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that:</p> <p data-bbox="328 416 480 450">Agreement</p> <ul data-bbox="376 479 1390 770" style="list-style-type: none"> <li data-bbox="376 479 1139 512">• It has not led to the break-up of the United Kingdom <li data-bbox="376 546 1374 613">• Devolved assemblies are very popular in the devolved nations as they have allowed the local development of policies. <li data-bbox="376 647 1390 714">• Both in Scotland and in Wales, people have voted for additional powers for their parliaments. <li data-bbox="376 748 1374 781">• Elected metro mayors have led to greater regional identity in England. <p data-bbox="328 770 520 804">Disagreement</p> <ul data-bbox="376 837 1334 1162" style="list-style-type: none"> <li data-bbox="376 837 1278 904">• Scottish nationalism has become stronger since devolution was introduced. <li data-bbox="376 938 1318 1005">• The devolved national parliaments/assembly have low turn-out in elections, especially in Wales. <li data-bbox="376 1039 1334 1106">• The N Ireland Assembly has been suspended repeatedly due to the breakdown of power-sharing. <li data-bbox="376 1140 1015 1173">• Elected metro mayors have too few powers. <p data-bbox="328 1229 1382 1296">Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view that.....:</p> <ul data-bbox="376 1352 1430 2056" style="list-style-type: none"> <li data-bbox="376 1352 1414 1554">• Devolution has not led to the break-up of the UK and it has dampened down nationalist sentiment, particularly in Wales. Even in Scotland, a majority voted to stay in the UK in the referendum in 2014 (AO2). We can conclude from this that devolution has been a success as one of the motivations behind the policy was to provide more local decision-making while retaining the unity of the United Kingdom (AO3). <li data-bbox="376 1588 1430 1879">• The devolved parliaments and Assembly are very popular among voters, with turn-out in Scotland and N Ireland regularly significantly higher than local elections. Despite periods of direct rule in N Ireland, there is considerable and continuing public support for the Assembly. The Scottish Parliament has abolished university tuition fees for Scottish students at Scottish universities. Both Scotland and Wales have banned the smacking of children by their parents. We can therefore conclude that devolution has been a success as it has allowed the devolved nations to diverge policies according to local priorities. (AO3). <li data-bbox="376 1912 1382 2056">• Even in Wales, where nationalism is weaker, voters have voted in referenda to grant their Parliament additional powers. The Scottish Parliament has also been given additional powers (AO2). We can conclude that the depth of popular support for the nationally devolved bodies demonstrates that devolution has been a success (AO3).

- Successive London Mayors, including Sadiq Khan, have raised the profile and identity of the capital city. Andy Burnham in Manchester and Andy Street in the West Midlands have high local profiles and even national ones, helping to represent their local areas (AO2). We can conclude from the high profiles of Metro Mayors, that devolution in England has been a success (AO3).

Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view that....:

- Rather than dampening nationalism in Scotland, devolution and the Scottish Parliament have given a national (UK wide) profile to Nicola Sturgeon and become a base for nationalism. The SNP have run the Scottish Parliament since 2007, and won the vast majority of Westminster seats in the 2019 general election (AO2). We can conclude from this increase in nationalism in Scotland, that devolution has not been a success (AO3).
- The devolved parliaments have low turn-out in elections, particularly in Wales where it is consistently less than 50%. Even in Scotland and in N Ireland, turnout in elections is considerably lower than for UK wide general elections (AO2). We can conclude from the low participation in devolved parliamentary elections, that devolution has not been a success (AO3).
- The N Ireland Assembly has had successive and long periods of direct rule as the two main parties have been unable to form a power sharing executive. This has seriously undermined the principles and practice of devolution in N Ireland (AO2). We can conclude from this that devolution in N Ireland has not been a success (AO3).
- While the London Mayor and metro Mayors have raised the profile of their local communities, they lack the power to make any meaningful changes. Metro Mayors do not have control over e.g. rail transport, which is an essential part of strategic planning. The London Mayor has few direct powers over economy, which limits their effectiveness (AO2). We can conclude from the insufficient powers granted to Metro Mayors and the London Mayor, that devolution has not been a success (AO3).

Candidates may refer to the following synoptic points:

- Referenda.
- Voter participation and mandates.
- The role of the media in reporting devolved bodies.

Accept any other valid responses.

