

Mark Scheme (Results)

January 2012

GCE Government & Politics 6GP03 3A
UK POLITICAL ISSUES

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January 2012

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| Question Number | Question |
|-----------------|---|
| 1. | Why has the issue of higher education funding been politically divisive? |

Indicative content

Candidates should demonstrate an awareness that reform of higher education funding has been an ongoing issue for some time, and that the current reforms came about after the Browne review.

- The Conservative Party did not have a specific policy on tuition fees in opposition, but instead pledged to consider the Brown Review’s findings in government.
- The coalition is to cut the higher education budget by 40% (announced in October 2010), and to raise the cap on tuition fees, allowing universities to charge up to £9,000 per year. Universities wanting to charge more than £6,000 would have to undertake measures, such as offering bursaries, summer schools and outreach programmes, to encourage students from poorer backgrounds to apply.
- The Liberal Democrats are traditionally against tuition fees, and in their 2010 manifesto pledged to phase out tuition fees over six years but in coalition have voted to raise fees, despite being permitted to abstain under the coalition agreement.
- 20 Liberal Democrat MPs did, however, vote against the bill, suggesting that not all MPs are convinced that these fees are necessary or desirable- individuals such as Lady Sharp, the education spokeswoman, have described the proposals as “uncomfortable” in terms of the cost of a degree and the fact that the costs may deter students certain backgrounds.
- A number of Liberal Democrat local council leaders, and delegates at the 2011 spring conference, have also been quite vocal in their opposition to a policy that they see as fundamentally against their party’s ideology.
- Labour have criticised the coalition’s plans to allow universities to charge up to £9000 as essentially privatising universities and disadvantaging the poor. The coalition has defended the plans as "progressive" - arguing that it will make universities more affordable to poorer students.

Students may also refer to the impact of this issue on Scottish and Welsh politics. The SNP have pledged to increase fees for students from the rest of the UK, if re-elected, and possibly introduce fees for students from other EU countries to prevent Scottish universities from falling behind English universities when higher fees are introduced.

The Welsh Assembly (a Labour-Plaid Cymru coalition), meanwhile, has pledged to keep tuition fees at their current level for Welsh students, while students from the rest of the UK will pay up to £9000.

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| AO1 | Knowledge and understanding |
| Level 3 (4-5 marks) | Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 2 (2-3 marks) | Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 1 (0-1 mark) | Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| AO2 | Intellectual skills |
| The skills that are relevant to this question are: <ul style="list-style-type: none"> • Ability to explain party policy on higher education • Ability to assess why higher education policy is divisive | |
| Level 3 (5-7 marks) | Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| Level 2 (3-4 marks) | Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| Level 1 (0-2 marks) | Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| AO3 | Communication and coherence |
| Level 3 (3 marks) | Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary |
| Level 2 (2 marks) | Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary |
| Level 1 (0-1 mark) | Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary |

| Question Number | Question |
|---|---|
| 2. | How and why has the coalition government tried to reform the benefits system? |
| Indicative content | |
| <p>Candidates should demonstrate an understanding that many of the proposed reforms are due to the current economic climate.</p> <p>Proposed reforms include:</p> <ul style="list-style-type: none"> • A new exclusion threshold of £42,000 earned annually on Child Benefit • The new Universal Credit system • Increasing the age at which you are eligible for the state pension, and also introducing a new flat-rate payment of £140 per week • Reforms to housing benefit to ensure people live in the size of house they need • A new "work programme" to get people back into work <p>Reasons for these proposals include:</p> <ul style="list-style-type: none"> • The rising costs of the benefits system • The increase in life expectancy and its consequent financial burden through the state pension • To end the "dependency culture" and ensure people who can work, do • The Universal Credit system is designed to simplify the benefits system and prevent fraud, as well as cutting costs and helping to end the "dependency culture" <p>The reform to housing benefit is designed to encourage people to live in properties they can afford to rent when they are in work, as well as to make savings and ensure that more suitable housing is available to those most in need</p> | |
| AO1 | Knowledge and understanding |
| Level 3 (4-5 marks) | Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 2 (2-3 marks) | Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 1 (0-1 mark) | Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| AO2 | Intellectual skills |
| <p>The skills that are relevant to this question are:</p> <ul style="list-style-type: none"> • Ability to explain how the coalition has tried to reform the benefits system • Ability to evaluate why the coalition has tried to reform the benefits system | |
| Level 3 (5-7 marks) | Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| Level 2 (3-4 marks) | Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| Level 1 (0-2 marks) | Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |

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| A03 | Communication and coherence |
| Level 3 (3 marks) | Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary |
| Level 2 (2 marks) | Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary |
| Level 1 (0-1 mark) | Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary |

| Question Number | Question |
|--|---|
| 3. | Why have governments made limited progress in reforming the banking system? |
| Indicative content | |
| Candidates should demonstrate an awareness of some of the proposed reforms to the banking system. | |
| Reasons why it has proven difficult to reform the banking system include: | |
| <ul style="list-style-type: none"> • The Labour government continued to pursue a 'hands-off' approach to the economy- reforming the banking system would contradict this • The UK government now part-owns some banks- but this was always a temporary measure intended to last only as long as the banks were in crisis- by November 2008 an 'arms-length' company had been set up to manage the government's shares • The increasingly globalised nature of the banking system means that is almost impossible for one government alone to carry out such reform • An international agreement on such reform would most likely have to include setting up international financial systems, such as a financial regulatory authority • The banks themselves are likely to resist reform • Slashing banking bonuses in the way the media often demands could potentially damage the investment banking operations of UK banks, and lead to business moving overseas- with the associated loss of revenue for the UK government, and unemployment • Forced major restructuring of the banks is more or less impossible without the EU agreeing similar reforms throughout Europe | |
| A01 | Knowledge and understanding |
| Level 3 (4-5 marks) | Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 2 (2-3 marks) | Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 1 (0-1 mark) | Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| A02 | Intellectual skills |
| The skills that are relevant to this question are: | |
| <ul style="list-style-type: none"> • Ability to explain how governments have tried to reform the banking system • Ability to evaluate why such reforms have been limited | |
| Level 3 (5-7 marks) | Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| Level 2 (3-4 marks) | Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| Level 1 (0-2 marks) | Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| A03 | Communication and coherence |
| Level 3 (3 marks) | Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary |
| Level 2 (2 marks) | Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary |
| Level 1 (0-1 mark) | Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary |

| Question Number | Question |
|-----------------|--|
| 4. | Explain the arguments for and against the use of 'green taxes'. |

Indicative content

Candidates should demonstrate an awareness that green taxes are considered to be taxes that are designed to reduce emissions, save energy, improve conservation.

Arguments for green taxes could include:

- They can be used to incentivise the development of green technologies e.g. the Climate Change Levy
- They can be used to offset the rising costs of greener forms of transport- Greenpeace argue this is what should have been done with the proposed per-passenger air tax
- Environmentalists argue that they are the only way to force people to take environmental concerns seriously e.g, congestion charge and fuel duty to discourage use of cars
- Green taxes can include tax rebates as well as tax rises, and so encourage people and companies to change their behaviour

Arguments against green taxes could include:

- They are an example of a 'stealth tax', and according to groups like the Taxpayers' Alliance do not help governments to meet their green targets
- They can be used as populist measures rather than truly addressing environmental issues e.g. the 1p reduction in fuel duty in the 2011 Budget
- Such taxes can depress economic activity and are unequal e.g. motoring taxes
- They are undesirable in the current economic climate

They are not always used to support environmental issues e.g. the Carbon Reduction Commitment finances will now go directly to the government instead of to firms who cut their bills the most (as originally planned)

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| A01 | Knowledge and understanding |
| Level 3 (4-5 marks) | Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 2 (2-3 marks) | Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 1 (0-1 mark) | Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| A02 | Intellectual skills |

The skills that are relevant to this question are:

- Ability to evaluate arguments in favour of the use of green taxes
- Ability to analyse arguments against the use of green taxes

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| Level 3 (5-7 marks) | Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| Level 2 (3-4 marks) | Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| Level 1 (0-2 marks) | Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |

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| A03 | Communication and coherence |
| Level 3 (3 marks) | Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary |
| Level 2 (2 marks) | Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary |
| Level 1 (0-1 mark) | Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary |

| Question Number | Question |
|---|---|
| 5. | Why have the coalition government's policies on policing been controversial? |
| Indicative content | |
| <p>Coalition policies have included:</p> <ul style="list-style-type: none"> • Directly elected police commissioners • 20% cuts to police budgets by 2015 • 2 year pay freeze and the suspension of bonuses for chief officers <p>The reforms have been considered controversial for the following reasons:</p> <ul style="list-style-type: none"> • The Welsh chief constables argue that directly elected commissioners are not needed in Wales, as Welsh police authorities are already diverse enough and with the skills needed to represent their communities • The South Wales Police Authority has already called the plans "unsustainable, unnecessary and too costly"- the Local Government Association has backed this, with estimated election costs of £50m • There are fears that elections will lead to commissioners with populist agendas or political extremists being elected • Budget cuts have led to claims by ACPO (Association of Chief Police Officers) that up to 28,000 jobs will be lost • The chair of the Police Federation of England and Wales has argued that the pay freeze and cuts (alongside potential increases in pensions contributions) will devastate the service, leading to a potential 15% reduction in take-home pay- he has also suggested that judicial action may be taken • Labour have argued that the cuts are going too far and too fast, and will directly affect local communities | |
| A01 | Knowledge and understanding |
| Level 3 (4-5 marks) | Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 2 (2-3 marks) | Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 1 (0-1 mark) | Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| A02 | Intellectual skills |
| <p>The skills that are relevant to this question are:</p> <ul style="list-style-type: none"> • Ability to explain what the coalition government's policies on policing are • Ability to analyse why these policies have been controversial | |
| Level 3 (5-7 marks) | Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| Level 2 (3-4 marks) | Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| Level 1 (0-2 marks) | Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |

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| A03 | Communication and coherence |
| Level 3 (3 marks) | Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary |
| Level 2 (2 marks) | Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary |
| Level 1 (0-1 mark) | Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary |

| Question Number | Question |
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| 6. | 'The coalition government's deficit reduction programme goes too far, too fast.' Discuss. |

| Indicative content | |
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| <p>Candidates should demonstrate an awareness of the main aspects of the deficit reduction programme.</p> <p>Criticisms of this programme include:</p> <ul style="list-style-type: none"> • Labour have argued that the programme of cuts has been too fast, and is not working, as recent economic growth has been weaker than expected, unemployment is rising and inflation and wage freezes are placing undue pressure on living costs • Labour argues that more focus needs to be placed on getting people back into work, and proposes re-introducing the £2bn bank levy to pay for new jobs • Unions have criticised the measures for focusing on tax cuts and deregulation, while not creating enough jobs • That they only help big businesses rather than small businesses e.g. the deduction of corporation tax • The Institute for Fiscal Studies (IFS) has described the cuts as "formidable", and unlikely to achieve the desired results by the self-imposed deadline of 2014-15 • Economists including former Cabinet Office and Bank of England figures have criticised the abolition of EMA, arguing that it is necessary in age of high youth unemployment • It is feared that public sector cuts will lead to nearly 500,00 job losses and decrease services and the quality of services provided • The programme has been criticised as only tackling the deficit in the short-term, and not tackling long-term problems in the UK economy • The VAT rise has been criticised for slowing down economic growth and hitting the poorest hardest- Labour have also highlighted this as a Liberal Democrat "broken promise" <p>However, Labour's attacks on the deficit reduction programme has been criticised by its own members- ex-cabinet minister Hazel Blears has questioned the Labour leadership's own proposals, suggesting that they are not detailed or specific enough to offer a real alternative to the coalition's programme.</p> | |

Defence of this programme include:

- George Osborne has defended his cuts, claiming they have “rescued” the economy, and that combined with reforms to boost jobs and skills they will reduce the deficit- he argues that to slow down the programme of cuts would destabilise the economy
- The coalition also argue that the 2011 budget did not just focus on cuts, but also made money available for apprenticeships and vocational skills programmes to boost employment
- The coalition have defended the abolition of EMA by introducing a new programme that is designed to target the neediest students and cut costs
- The IFS have forecast that changes to tax and personal allowances will actually benefit most households, with direct tax rises only affecting the very richest
- The coalition have refuted Labour alternatives to their cuts, arguing that Labour have allocated £12bn spending without any funding
- The Treasury argue that a repeat of Labour’s bank levy would raise less funding than the new permanent bank levy, claiming that Alistair Darling (former Labour chancellor) supported this view
- The coalition argue that they are targeting spending where it is most needed as well as making cuts e.g. investing £50m funding for projects to help firms overcome skills shortages

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| A01 | Knowledge and understanding |
| Level 3 (9-12 marks) | Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 2 (5-8 marks) | Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 1 (0-4 marks) | Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| A02 | Intellectual Skills |
| The skills that are relevant to this question are: <ul style="list-style-type: none"> • Ability to assess arguments criticising the coalition’s deficit reduction programme • Ability to evaluate arguments defending the coalition’s deficit reduction programme • Ability to analyse the strengths and weaknesses of the arguments provided | |
| Level 3 (9-12 marks) | Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| Level 2 (5-8 marks) | Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| Level 1 (0-4 marks) | Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| A02 | Synoptic Skills |
| Level 3 (9-12 marks) | Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions |
| Level 2 (5-8 marks) | Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions |
| Level 2 (0-4 marks) | Limited ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions |
| A03 | Communication and coherence |
| Level 3 (7-9 marks) | Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary |
| Level 2 (4-6 marks) | Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary |
| Level 1 (0-3 marks) | Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary |

| Question Number | Question |
|-----------------|--|
| 7. | To what extent have the environmental policies of recent governments been 'all talk and no action'? |

| Indicative content | |
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| <p>Candidates should demonstrate an awareness that recent government, in line with all major political parties and public opinion, have had clear and specific policies on environmental issues.</p> <p><u>Labour</u></p> <ul style="list-style-type: none"> • The Labour government promoted a range of environmental policies designed to meet international treaty obligations on climate change e.g. the Climate Change Levy, differential Vehicle Excise Duty and investing in green technologies and renewable energy. • They argue that they have played a leading role both in the UK, EU and internationally in promoting the green agenda, even surpassing some of their original targets and set new, more ambitious ones. • However, they have been accused of being reluctant to impose policies that would directly impact on businesses, particularly when it comes to measures that could reduce air and road travel. • Labour were also perceived to be 'giving in' to the fuel lobby during the 2000 fuel crisis, for example. Policies such as continuing road-building programmes and expanding airports has also led to accusations of hypocrisy by the green lobby. • Environmentalists have also criticised the lack of specific, targeted policies on reducing the use of fossil fuels and increasing the use of renewable energy. They have also been criticised for merely following international and EU obligations, rather than designing their own UK-relevant policies. | |

Coalition

- The Conservative party in opposition was seen to be taking the environment more seriously as a political issue, with slogans such as "Vote blue, go green", and a wide range of proposals such as abolishing Heathrow expansion and increasing renewable energy targets.
- The Liberal Democrats also claimed to be the most green of the main parties, including specific environmental policies in every section of their manifesto.
- In coalition, both parties claim that they will play a leading role in European and international environmental negotiations and want to be the "greenest government ever"
- A number of measures passed so far include abolishing Heathrow expansion, new targets on renewable energy and setting up a Green Investment Bank, the 25:5 goal to reduce public sector emissions by 25% in 5 years, and the 20:20 goal of reducing UK carbon emissions by 20% by 2020 and proposing investing £400m in electric vehicles and alternative transport such as walking and cycling.
- **However**, criticism by environmentalists includes accusations that their green credentials are reliant on meeting targets rather than investment.
- The coalition is also divided on the issue of nuclear power, which the Conservatives support and the Liberal Democrats oppose- building new nuclear power plants has been seen as going against claims to be the "greenest government ever", and instead arguably favour business groups.
- The Green Investment Bank has been criticised as government investment in the current economic climate is likely to be low, and the GIB may not be allowed to raise its own capital, suggesting that this institution may be too limited to work in practice.
- The coalition has also rejected the European Commission proposal to ban petrol and diesel cars from city centres by 2050.

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| AO1 | Knowledge and understanding |
| Level 3 (9-12 marks) | Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 2 (5-8 marks) | Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 1 (0-4 marks) | Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| AO2 | Intellectual Skills |
| The skills that are relevant to this question are: <ul style="list-style-type: none"> • Ability to identify environmental policies of recent governments • Ability to assess whether or not these policies have been 'all talk and no action' • Ability to analyse the strengths and weaknesses of the arguments made | |
| Level 3 (9-12 marks) | Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| Level 2 (5-8 marks) | Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| Level 1 (0-4 marks) | Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| AO2 | Synoptic Skills |
| Level 3 (9-12 marks) | Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions |
| Level 2 (5-8 marks) | Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions |
| Level 2 (0-4 marks) | Limited ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions |
| AO3 | Communication and coherence |
| Level 3 (7-9 marks) | Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary |
| Level 2 (4-6 marks) | Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary |
| Level 1 (0-3 marks) | Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary |

| Question Number | Question |
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| 8. | 'Prison doesn't work.' Discuss. |
| Indicative content | |
| <p>Candidates should demonstrate an understanding that the emphasis in law and order has changed to focus more on tackling the causes of crime in recent years. They should also demonstrate an understanding that the prison service is currently under review for the coalition government.</p> | |
| <p>Arguments to support this point of view include:</p> | |
| <ul style="list-style-type: none"> • Long sentences often do not include rehabilitation and drug-treatment services, leading to high rates of re-offending because of these problems. As a result, the coalition government's prison reforms have focused on rehabilitation to "break the cycle" of crime and tackle the causes of re-offending • Prison often serves as a school of crime, especially for young people serving relatively short sentences for whom there are few rehabilitation programmes. • Reoffending rates for people given community sentences are significantly lower than for offenders sentenced to prison. • A very high proportion of people in jail are either drug addicts, mentally ill or illiterate and that prison does nothing to equip them to lead a law-abiding life when they are released. • Arguably, restorative justice (when victims approve it) is more likely to bring home to criminals the consequences of their crimes- this was advocated by both Labour and the Liberal Democrats in their 2010 manifestoes • An increase in the mandatory and minimum sentencing has not decreased crime- in fact, there has been a growth in the incidence of serious crimes which carry custodial sentences, such as violence, robbery, and firearms offences, suggesting that tougher sentencing does not deter people from these crimes • In the current economic climate, the continuing increase in the prison population is not manageable- so alternative forms of punishment need to be found, particularly as there is a link between economic hardship and increases in crime rates. The coalition currently plan to cut prison places by 3000 by 2015 • Under Labour's "tough on crime, tough on the causes of crime" stance, crime rates did begin to fall- suggesting that prison alone is not enough to tackle crime | |
| <p>Arguments against this point of view include:</p> | |
| <ul style="list-style-type: none"> • Tough policies can serve as a deterrent • They are a statement of the population's strong opposition to crime- ignoring the public's wishes may lower public confidence in the criminal justice system • They remove criminals from the wider population – Theresa May argued in December 2010 that the wider population <i>wants</i> criminals to be punished, and that prisons now need to be made to work <u>better</u> • They are a form of retribution- certain crimes are perceived as so serious that only a prison sentence will suffice • Prison is the least used sentence (compared to fines, community penalties, discharges etc), suggesting that it is only necessary for the most serious crimes • Community sentences are perceived as 'getting away with it' • Both Labour and the Conservatives proposed increasing prison places in their 2010 manifestoes | |

Synopticity may refer to contrasting party political views, or evaluating the strengths and weaknesses of the arguments presented. It may also refer to the perceived split within the Conservative Party between compassionate and social conservatives over restructuring the prison system to rehabilitate both in and outside prison or creating more prison places. This may be demonstrated through a discussion of the seemingly opposing stances taken by Ken Clarke and Theresa May over how to tackle crime.

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| AO1 | Knowledge and understanding |
| Level 3 (9-12 marks) | Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 2 (5-8 marks) | Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| Level 1 (0-4 marks) | Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates |
| AO2 | Intellectual Skills |
| The skills that are relevant to this question are: | |
| <ul style="list-style-type: none"> • Ability to assess arguments in favour of the statement "Prison doesn't work" • Ability to evaluate arguments against the statement "Prison doesn't work" • Ability to analyse the strengths and weaknesses of the arguments presented | |
| Level 3 (9-12 marks) | Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| Level 2 (5-8 marks) | Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| Level 1 (0-4 marks) | Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences |
| AO2 | Synoptic Skills |
| Level 3 (9-12 marks) | Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions |
| Level 2 (5-8 marks) | Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions |
| Level 2 (0-4 marks) | Limited ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions |

| A03 | Communication and coherence |
|------------------------------------|--|
| Level 3 (7-9 marks) | Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary |
| Level 2 (4-6 marks) | Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary |
| Level 1 (0-3 marks) | Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary |

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