

Government and Politics

Advanced Subsidiary GCE

Unit **F851**: Contemporary Politics of the UK

Mark Scheme for June 2012

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning
	Unclear
	Wrong
	Example. Correct/good. Page seen
	Source (use of source in Q1a and Q1b)
	To show the area of response referred to by another annotation
	Focus (lack of)
	Repetition
	Balance (lack of)
	Detail/depth (lack of, eg points not fully/relevantly developed or lacking examples/evidence)
	Range (lack of)
	Not a direct answer to the question
	Case for
	Case against
	Spelling/Punctuation/Grammar/QWC
Highlight	To indicate key points made

NB Examiners should use the above annotations to assist them in deciding their marks. They do not, however, have to use them to annotate every instance seen

Subject-specific Marking Instructions

When marking, examiners must use both this mark scheme and the Assessment Matrix (see Appendix A).

Examiners should refer to the OCR booklet *Instructions to Examiners* for details of all administrative procedures.

General Marking Instructions

Broadly speaking, and depending on the question, examiners should look for:

- a balanced and well-focused answer;
- which correctly identifies a number and range of relevant and important factors;
- in detail;
- and communicates these clearly in a logical, fluent and coherent style;
- containing few, if any, errors of grammar, punctuation and spelling.

Examiners should also credit answers which display knowledge and understanding of:

- current examples;
- political concepts, theories and language;
- other political systems including the EU;
- parallels, connections, similarities and differences.

The Mark Scheme

The mark scheme provides an indication of a range of points which might be made, however, because of the nature of the subject, it cannot be regarded as complete and individual examiners are expected to use their professional judgement and the guidance provided at the standardisation meeting.

Examiners who have any concerns about an individual script should contact the Principal Examiner immediately.

The Assessment Matrix

For each of the assessment objectives the Assessment Matrix sets out the principal characteristics of each level of performance.

Assessment Objectives 1 and 2

Award marks as follows:

Level	Descriptor	Mark Range
4	Very good/excellent	10 – 12
3	Good	7 – 9
2	Limited	4 – 6
1	Basic	0 – 3

Assessment Objective 3

- Where a full-length answer is provided:
 - half of the available A03 marks should be used to credit the ability to construct and communicate arguments using appropriate political vocabulary;
 - half should be used to credit the quality of written communication – legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.
- Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not necessarily be awarded full marks.

Question		Answer	Marks	Guidance
1	(a)	<p>AO1: Candidates display knowledge and understanding of a two-party system, a multi-party system and a dominant-party system, along the lines that:</p> <ul style="list-style-type: none"> • in two-party systems a number of parties may exist, but normally only two have a real chance of forming a government on their own (Source A); • in multi-party systems a number of parties exist, but none is normally able to form a government without the support of another (Sources A and B); • in a dominant-party system, although many parties may contest elections, one party monopolises power for significant periods of time. 	12	<p>AO1 (12): L4 (10 – 12) = very good/excellent L3 (7 – 9) = good L2 (4 – 6) = limited L1 (0 – 3) = basic</p> <ul style="list-style-type: none"> • Full marks should be awarded for candidates who outline what is meant by two-party, multi-party and dominant-party systems in such a way that the differences are clear. • Award up to four AO1 marks for each definition. • If only one of 'sources' or 'own knowledge' is used, award up to a maximum of 8 marks. • Credit candidates who are able to use contemporary examples from the UK and elsewhere.

Question	Answer	Marks	Guidance
1	<p>(b)</p> <p>AO1: Candidates display knowledge and understanding of two-party systems, their advantages and disadvantages.</p> <p>They also display knowledge and understanding of recent changes in the UK party system – the move from a classic two-party system to one which is much closer to a multi-party one – and the consequences this has had for government (Source A and Source B).</p> <p>AO2: Candidates discuss the advantages and disadvantages of two-party systems, using the knowledge required for AO1.</p> <p>Such discussion may cover the following points:</p> <ul style="list-style-type: none"> • Choice, or the lack of it, at elections (Sources A and B); • the value of strong single-party government (Source B); • problems of minority and coalition governments (Source B); • party / governmental accountability, or lack of it (Sources A and B); • permanence in power; • adversarial politics / opposition for opposition's sake; • extremism / moderation / consensus building. 	28	<p>AO1 (12): L4 (10 – 12) = very good/excellent L3 (7 – 9) = good L2 (4 – 6) = limited L1 (0 – 3) = basic</p> <ul style="list-style-type: none"> • If only one of 'sources' or 'own knowledge' is used, award up to a maximum of 8 marks. • Credit candidates who are able to use contemporary examples. <p>AO2 (12): L4 (10 – 12) = very good/excellent L3 (7 – 9) = good L2 (4 – 6) = limited L1 (0 – 3) = basic</p> <ul style="list-style-type: none"> • Reward focus and balance, but distinguish between description (AO1) and analysis (AO2). • Level 4 for candidates who provide a balanced and focused discussion of advantages and disadvantages of a two-party system, typically making five or six points. • Level 3 for candidates who make some attempt to discuss the advantages and disadvantages of a two-party system, typically making three or four points, even if an answer has to be inferred. • Maximum bottom Level 3 / top Level 2 for answers that provide some / limited discussion, or where the discussion lacks range, depth or balance. • Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking in range, depth or balance. • Credit candidates who are able to use contemporary

Question	Answer	Marks	Guidance
			<p>examples.</p> <p>AO3 (4):</p> <ul style="list-style-type: none"> • Credit the ability to communicate fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar. • Where a full-length answer is provided: <ul style="list-style-type: none"> – two marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary – two marks should be used to credit the quality of written communication – clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar. • Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not necessarily be awarded full marks.

Question	Answer	Marks	Guidance
2	<p>AO1: Candidates display knowledge and understanding of the main methods used by pressure groups to influence government policy including:</p> <ul style="list-style-type: none"> • contact with the government – ministers, civil servants; • contact with the legislature – committees, parties, MPs, peers; • contact with political parties; • contact with the EU – EP, Commission; • use of courts – UK courts, European courts; • public campaigns, including use of the mass media; • direct action. <p>AO2: Candidates assess the effectiveness of the main methods used by pressure groups, using the knowledge required for AO1.</p> <p>For example, candidates might acknowledge the undoubted value of direct contact with ministers and civil servants that certain insider groups possess, but point out that that contact does not mean influence.</p> <p>Similarly, they may dismiss the effectiveness of direct action in changing a government's mind but point to its value in raising the profile of an issue.</p>	30	<p>AO1 (12): L4 (10 – 12) = very good/excellent L3 (7 – 9) = good L2 (4 – 6) = limited L1 (0 – 3) = basic</p> <ul style="list-style-type: none"> • Credit candidates who are able to use contemporary examples. <p>AO2 (12): L4 (10 – 12) = very good/excellent L3 (7 – 9) = good L2 (4 – 6) = limited L1 (0 – 3) = basic</p> <ul style="list-style-type: none"> • Reward focus and range, but distinguish between description (AO1) and analysis (AO2). • And on the issue of range, watch in particular for candidates who only discuss direct action or who confuse direct action with campaigning. • Level 4 for candidates who offer a balanced and focused assessment of the effectiveness of various methods used by pressure groups to influence government policy, typically making five or six points. • Level 3 for candidates who make some attempt to assess the effectiveness of methods used by pressure groups to influence government policy, typically making three or four points, even if the answer has to be inferred. • Maximum bottom Level 3 / top Level 2 for answers that

Question	Answer	Marks	Guidance
			<p>provide only some / limited assessment, or where the assessment lacks range or depth.</p> <ul style="list-style-type: none"> • Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking in range, depth or balance. • Credit candidates who are able to use contemporary examples. <p>AO3 (6):</p> <ul style="list-style-type: none"> • Credit the ability to communicate fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar. • Where a full-length answer is provided: <ul style="list-style-type: none"> – three marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary – three marks should be used to credit the quality of written communication – clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar. • Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not necessarily be awarded full marks.

Question	Answer	Marks	Guidance
3	<p>AO1: Candidates display knowledge and understanding of referendums and their recent use in the UK. For example:</p> <ul style="list-style-type: none"> • that referendums are a vote on single question; • that in the UK they are advisory (because of the sovereignty of parliament) but that politically governments would find it difficult to ignore a clear result on a high turnout; • that most referendums in the UK have been regional or local rather than national; • that they have been on constitutional issues; • and that the results have often been contentious. <p>AO2: Candidates discuss the advantages and disadvantages of the use of referendums in the UK, using the knowledge required for AO1.</p> <p>Such discussion may cover the following points:</p> <ul style="list-style-type: none"> • the advantages of referendums, for example, allowing the electorate to express a view on a specific issue; taking an issue out of party politics and allowing it to be considered on its merits; the increased legitimacy of the final decision; stimulating interest in the issue; • the disadvantages / problems of referendums, for example, agreeing on what issues to hold referendums; the wording of the question; problems created by low turnouts, close results and regional variations; the complexity of many of the issues; the ignorance of the electorate; the tyranny of the majority; impact on the sovereignty of parliament. 	30	<p>AO1 (12): L4 (10 – 12) = very good/excellent L3 (7 – 9) = good L2 (4 – 6) = limited L1 (0 – 3) = basic</p> <ul style="list-style-type: none"> • Credit candidates who are able to use contemporary examples. <p>AO2 (12): L4 (10 – 12) = very good/excellent L3 (7 – 9) = good L2 (4 – 6) = limited L1 (0 – 3) = basic</p> <ul style="list-style-type: none"> • Reward focus and range, but distinguish between description (AO1) and analysis (AO2). • Level 4 for candidates who offer a balanced and focused discussion of the advantages and disadvantages of the use of referendums in the UK, typically making five or six points. • Level 3 for candidates who make some attempt to discuss the advantages and disadvantages of the use of referendums in the UK, typically making three or four points, even if the answer has to be inferred. • Maximum bottom Level 3 / top Level 2 for answers that provide only some / limited discussion, or where the discussion lacks range or depth. • Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking in range,

Question	Answer	Marks	Guidance
			<p>depth or balance.</p> <ul style="list-style-type: none"> • Credit candidates who are able to use contemporary examples. <p>AO3 (6):</p> <ul style="list-style-type: none"> • Credit the ability to communicate fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar. • Where a full-length answer is provided: <ul style="list-style-type: none"> – three marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary – three marks should be used to credit the quality of written communication – clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar. • Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not necessarily be awarded full marks.

Question	Answer	Marks	Guidance
4	<p>AO1: Candidates display knowledge and understanding of the ways in which the Labour and Conservative parties choose their parliamentary candidates. For example:</p> <ul style="list-style-type: none"> • the role of the national party in vetting and approving prospective candidates; • the role of the local party in choosing a short list; • the role of local constituency members in making the final choice; • attempts by national parties to influence candidate selection generally – A lists, women-only lists; • and specifically – imposing candidates ('parachuting') or de-selecting them; • experimentation with alternative methods, eg open primaries. <p>AO2: Candidates discuss whether the Labour and Conservative parties need to change the way they choose their parliamentary candidates, using the knowledge required for AO1.</p> <p>Such discussion may cover the following points:</p> <ul style="list-style-type: none"> • internal party democracy; • the needs of the national party vs the wishes of the local parties; • electability of chosen candidates; • impact of local decisions on national party image; • the encouragement of a wider range of candidates; • increasing participation. 	30	<p>AO1 (12): L4 (10 – 12) = very good/excellent L3 (7 – 9) = good L2 (4 – 6) = limited L1 (0 – 3) = basic</p> <ul style="list-style-type: none"> • Credit candidates who are able to use contemporary examples. <p>AO2 (12): L4 (10 – 12) = very good/excellent L3 (7 – 9) = good L2 (4 – 6) = limited L1 (0 – 3) = basic</p> <ul style="list-style-type: none"> • Reward focus and range, but distinguish between description (AO1) and analysis (AO2). • Level 4 for candidates who offer a balanced and focused discussion of whether Labour and Conservative parties need to change the way they choose their parliamentary candidates, typically making five or six points. • Level 3 for candidates who make some attempt to discuss whether Labour and Conservative parties need to change the way they choose their parliamentary candidates, typically making three or four points, even if the answer has to be inferred.

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"> • Maximum bottom Level 3 / top Level 2 for answers that provide only some / limited discussion, or where the discussion lacks range or depth. • Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking in range, depth or balance. • Candidates who discuss the way MPs are chosen (rather than the process by which parties select candidates) should be given appropriate credit if their comments are relevant. • Credit candidates who are able to use contemporary examples. <p>AO3 (6):</p> <ul style="list-style-type: none"> • Credit the ability to communicate fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar. • Where a full-length answer is provided: <ul style="list-style-type: none"> – three marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary – three marks should be used to credit the quality of written communication – clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar. • Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not necessarily be awarded full marks.

Question	Answer	Marks	Guidance
5	<p>AO1: Candidates display knowledge and understanding of factors affecting / associated with the way people vote including:</p> <ul style="list-style-type: none"> • long term factors, for example, class and age; • short term factors, for example, the campaign and the mass media; • various models of voting behaviour, for example, rational choice theory. <p>AO2: Candidates discuss the impact of election campaigns on the way people vote, using the knowledge required for AO1.</p> <p>Such discussion may cover the following points:</p> <ul style="list-style-type: none"> • the value of the campaign in convincing voters to vote for a particular party – manifestoes, PPBs, advertising, PM debates; • the ineffectiveness of campaigns in changing voters' minds; • the importance of other factors such as class, age, partisanship, recent performance of government and opposition, party image and leadership, the mass media, tactical voting. 	30	<p>AO1 (12): L4 (10 – 12) = very good/excellent L3 (7 – 9) = good L2 (4 – 6) = limited L1 (0 – 3) = basic</p> <ul style="list-style-type: none"> • Credit candidates who are able to use contemporary examples. <p>AO2 (12): L4 (10 – 12) = very good/excellent L3 (7 – 9) = good L2 (4 – 6) = limited L1 (0 – 3) = basic</p> <ul style="list-style-type: none"> • Reward focus and range, but distinguish between description (AO1) and analysis (AO2). • Level 4 for candidates who offer a balanced and focused discussion of the impact of election campaigns on the way people vote, typically making five or six points. • Level 3 for candidates who make some attempt to discuss the impact of election campaigns on the way people vote, typically making three or four points, even if the answer has to be inferred. • Maximum bottom Level 3 / top Level 2 for answers that provide only some / limited discussion, or where the discussion lacks range or depth. • Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking in range, depth or balance. • Credit candidates who are able to use contemporary examples.

Question	Answer	Marks	Guidance
			<p>AO3 (6):</p> <ul style="list-style-type: none"> • Credit the ability to communicate fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar. • Where a full-length answer is provided: <ul style="list-style-type: none"> – three marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary – three marks should be used to credit the quality of written communication – clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar. • Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not necessarily be awarded full marks.

APPENDIX 1

AS GCE Assessment Matrix

There are **four** levels of assessment of all three AOs in the AS units. Level 4 is the highest level that can reasonably be expected from a candidate at the end of the first year of study of an Advanced GCE course.

Level	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
4	Thorough and accurate knowledge and clear and detailed understanding of relevant concepts, ideas and political systems. Where appropriate candidates will provide convincing comparisons between them.	High level of skill in the interpretation, analysis and evaluation of relevant political information (including, where appropriate, the identification of parallels, connections, similarities and differences with other political systems including the EU). Ability to recognise bias and faulty argument and to reason effectively towards an individual and informed conclusion.	Ability to distinguish relevant and important factors correctly and integrate these into a balanced, well-focused argument. Ability to communicate this clearly and present it legibly and logically in fluent coherent style containing few, if any, errors of grammar, punctuation and spelling.
3	Good knowledge and understanding of relevant concepts, ideas and political systems. Where appropriate candidates will provide good comparisons between them.	Good level of skill in the interpretation, analysis and evaluation of the relevant political information (including, where appropriate, the identification of parallels, connections, similarities and differences with other political systems including the EU). Some attempt to recognise bias and faulty argument and to reason sensibly towards a sound conclusion.	Ability to identify the most important factors and present a relevant argument legibly and clearly if, at times, lacking incisiveness. There may be occasional errors of grammar, punctuation and spelling.
2	Limited knowledge and understanding of relevant concepts, ideas and political systems. Limited awareness of standard points of comparison.	Limited level of skill in the interpretation, analysis and evaluation of the relevant political information (including, where appropriate, the identification of parallels, connections, similarities and differences with other political systems including the EU). Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. Reasoning may be incomplete and, while opinions may be offered, they are unlikely to be supported by argument.	Limited attempt to distinguish relevant material, which is assembled into a limited argument with some sense of order and legibility. There may be some errors of grammar, punctuation and spelling.
1	Basic and generalised knowledge and understanding of relevant concepts, ideas and political systems. Such knowledge and understanding will be incomplete and/or of tenuous relevance and may contain significant errors. Basic awareness of standard points of comparison.	Basic skill in the interpretation, analysis and evaluation of some of the relevant political information (including, where appropriate, the identification of parallels, connections, similarities and differences with other political systems including the EU). Basic attempt to explain the simpler points central to the question and it is likely that only one viewpoint will be recognised. There will be little evidence of reasoning.	An attempt is made to shape an argument at a basic level, which lacks coherence, legibility and direction, and is unselective. Contains intrusive errors of grammar, punctuation and spelling.

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