

Government and Politics

Advanced Subsidiary GCE

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

Mark Scheme for June 2013

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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. Seen
	Source (use of source in Q1a and Q1b)
	Spelling/punctuation/grammar/QWC
	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
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, assessors must use both this mark scheme and the Assessment Matrix (see Appendix 1).

Broadly speaking, and depending on the question, 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.

Assessors 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 assessors are expected to use their professional judgement and the guidance provided at the standardisation meeting.

Assessors 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 AO3 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 how the Labour and Conservative parties choose their leader.</p>	12	<p>AO1 [12] L4 (5–6) = very good/excellent L3 (4) = good L2 (2–3) = limited L1 (0–1) = basic</p> <ul style="list-style-type: none"> • Mark out of 6 for each part – (i) and (ii); • One mark per valid and central point. • If only one of ‘sources’ or ‘own knowledge’ is used, award up to a maximum of 8 marks.
	(i)	<p>Labour Party:</p> <ul style="list-style-type: none"> • chosen by election; • held when a vacancy occurs; • or in the run-up to the party conference if a candidate has the support of 20% of Labour MPs; • only MPs may stand (Source A); • and they must have the support of 12.5% of other Labour MPs; • voting takes place ahead of the APC (usually); • using an electoral college of 1/3rd TUs, 1/3rd MPs/MEPs and 1/3rd CLPs; • one person, one vote in each section; • 50% of electoral college votes needed to win; • if no candidate has the necessary number of votes, the bottom candidate is dropped out; • and further ballots conducted until the 50% winning post is reached. (Source A) <p>NB Be wary of candidates who claim the leader is elected using AV without any further explanation. AV is only used if there is no winner in the first round of voting.</p>		

Question	Answer	Marks	Guidance
	<p>(ii) Conservative Party:</p> <ul style="list-style-type: none"> • chosen by election; • held when a vacancy occurs; • or if the parliamentary party passes a vote of no confidence in the leader (following a request by 15% of MPs); • only MPs may stand (Source A); • and must be nominated by two other MPs; • if three or more candidates are nominated, a shortlist of two is selected by Conservative MPs in an exhaustive ballot; • the leader is then chosen by a vote of party members (Source A). 		
(b)	<p>AO1 Candidates display knowledge and understanding of the opportunities for ordinary party members to take part in the activities of the major parties.</p> <p>They may focus on specific activities, eg selection of candidates and office holders (Source A), policy-making (Source B), campaigning etc or specific levels, eg local, regional and national.</p> <p>Candidates may consider the parties separately or jointly, but must draw their examples from both.</p>	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.

Question	Answer	Marks	Guidance
	<p>AO2 Candidates discuss how much influence ordinary members have in the Labour and Conservative parties using the knowledge required for AO1.</p> <p>Candidates may adopt a variety of approaches. For example:</p> <ul style="list-style-type: none"> • they may choose to discuss the role and power of ordinary members, individually and collectively, in selecting the party leader, choosing candidates, agreeing party policy, campaigning etc; • or they may choose to contrast the role and power of ordinary members, individually and collectively, with that of others in the party, for example, the party leader or the party bureaucracy; • or they may focus on institutions, like party conferences and forums. <p>And as with AO1, they may also choose to consider the parties separately or jointly.</p>		<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, balance, range and depth but distinguish between description (AO1) and analysis (AO2); • L4 for candidates who discuss how much influence ordinary members have in the Labour and Conservative parties, typically making five or six points; • L3 for candidates who make some attempt to discuss how much influence ordinary members have in the Labour and Conservative parties, typically making three or four points, even if an answer has to be inferred; • Maximum bottom L3/top L2 for answers that provide some/limited explanation, or where such discussion lacks range, depth or balance; • Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth; • To reach the higher levels, candidates must consider both sides of the argument, but given the nature of the question, do not expect too much detail; • Credit candidates who are able to use contemporary examples.

Question	Answer	Marks	Guidance
			<p>AO3 [4]</p> <ul style="list-style-type: none"> • Credit the ability to communicate legibly, 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 – 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
2	<p>AO1 Candidates display knowledge and understanding of:</p> <ul style="list-style-type: none"> • the nature of democracy; • the activities of pressure groups. <p>AO2 Candidates assess the contribution of pressure groups to democracy in the UK using the knowledge required for AO1.</p> <p>Such an assessment should cover some of the following:</p> <p>The contribution made to democracy by pressure groups as a result of:</p> <ul style="list-style-type: none"> • encouraging political participation; • dispersing power; • checking power ; • increasing accountability; • increasing access to decision-makers; • breaking down the domination of parties; • forcing unpopular or non-party issues on to the political agenda; • acting as a safety valve. <p>But also:</p> <ul style="list-style-type: none"> • the fact that not all interests or sections of society are equally represented; • the informal and secretive nature of some pressure group activity and influence; 	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, balance, range and depth but distinguish between description (AO1) and analysis (AO2); • L4 for candidates who are able to assess the contribution of pressure groups to democracy in the UK, typically making five or six points; • L3 for candidates who make some attempt to assess the contribution of pressure groups to democracy in the UK, typically making three or four points, even if an answer has to be inferred; • Maximum bottom L3/top L2 for answers that provide some/limited assessment, or where such assessment lacks range, depth or balance; • Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth; • To reach the higher levels, candidates must consider both sides of the argument; • Credit candidates who are able to use contemporary examples.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • allegations that the pressure groups undermine the parliamentary process; • the illegal methods used by some pressure groups; • the closer contacts with government possessed by some pressure groups; • the greater economic and social leverage exercised by some groups; • the greater resources available to some pressure groups; • the undemocratic nature of some pressure groups; • the essentially sectional and therefore selfish nature of pressure groups; • the role of some pressure groups in slowing down or blocking desirable change. <p>Alternatively, candidates may adopt a more conceptual approach and consider the contribution of pressure groups to democracy from a range of different perspectives, for example, elitism, pluralism etc.</p>		<p>AO3 [6]</p> <ul style="list-style-type: none"> • Credit the ability to communicate legibly, 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 – 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
3	<p>AO1 Candidates display knowledge and understanding of the way in which MEPs are chosen, eg:</p> <ul style="list-style-type: none"> • elected; • once every five years; • by UK, EU and Commonwealth citizens resident in the UK (or British citizens who have lived abroad for less than 15 years); • in 12 electoral regions returning between 3 and 10 MEPs, ie multi-member; • by a regional closed list system in GB (parties list candidates on the ballot paper in rank order and voters vote for a party (or independent) rather than candidates from within the lists); • and STV in NI. <p>AO2 Candidates assess the advantages and disadvantages of the way in which UK members of the EP are chosen using the knowledge required for AO1.</p> <p>Such an assessment should cover some of the following:</p> <ul style="list-style-type: none"> • increased proportionality (and fairness?) of the result (compared with FPTP); • increased likelihood of being represented by someone from the party you support in areas where they are in a minority (GB & NI); 	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, balance, range and depth but distinguish between description (AO1) and analysis (AO2); • L4 for candidates who are able to assess the advantages and disadvantages of the way in which UK members of the EP are chosen, typically making five or six points;

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • fewer 'wasted' votes; • opportunity to choose between members of the same party (NI). <p>But also:</p> <ul style="list-style-type: none"> • loss of the link between a single representative and a geographical area (GB & NI); • no option to choose between members of the same party (GB); • impact on minor parties and independents (GB and NI); • impact on turnout (?) (GB & NI). 		<ul style="list-style-type: none"> • L3 for candidates who make some attempt to assess the advantages and disadvantages of the way in which UK members of the EP are chosen, typically making three or four points, even if an answer has to be inferred; • Maximum bottom L3/top L2 for answers that provide some/limited assessment, or where such assessment lacks range, depth or balance; • Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth; • To reach the higher levels, candidates must consider both sides of the argument; • Credit candidates who are able to use contemporary examples. <p>AO3 [6]</p> <ul style="list-style-type: none"> • Credit the ability to communicate legibly, 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 – 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
4	<p>AO1 Candidates display knowledge and understanding of:</p> <ul style="list-style-type: none"> • the role of party leaders in general elections, eg in leading the campaign both in the sense of heading or directing it and in the sense of embodying what their party stands for (NB media role, major interviews, televised debates), providing clear and firm leadership etc; • other factors that may influence the outcome of a general election, eg short-term factors such as the campaign, the issues, party policies, the media, party/government record and expectations, and long-term factors such as class, age, ethnicity and partisan alignment; • the last three general elections and especially the importance of Blair, Hague, Kennedy in 2001, Blair, Howard, Kennedy in 2005 and Brown, Cameron, Clegg in 2010. <p>AO2 Candidates discuss the importance of party leaders in influencing the result of recent general elections using the knowledge required for AO1.</p> <p>Such a discussion should consider the importance of party leaders in the last three general elections in, for example:</p> <ul style="list-style-type: none"> • leading the campaign; • presenting their party's policies; • providing clear and firm political and organisational leadership; • inspiring the party faithful; • persuading the electorate; • handling the media. <p>But also:</p> <ul style="list-style-type: none"> • the importance of other factors listed in AO1. 	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, balance, range and depth but distinguish between description (AO1) and analysis (AO2); • L4 for candidates who are able to discuss the importance of party leaders in influencing the result of recent general elections, typically making five or six points; • L3 for candidates who make some attempt to discuss the importance of party leaders in influencing the result of recent general elections, typically making three or four points, even if an answer has to be inferred;

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"> • Maximum bottom L3/top L2 for answers that provide some/limited discussion, or where such discussion lacks range, depth or balance; • Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth; • To reach the higher levels, candidates must consider both sides of the argument; • This is a question about recent elections and answers <u>must</u> reflect this if they are to reach the higher levels. The use of theoretical models is acceptable but the answer must clearly focus of the experience of the last three general elections; • Credit candidates who are able to use contemporary examples. <p>AO3 [6]</p> <ul style="list-style-type: none"> • Credit the ability to communicate legibly, 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 – 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
5	<p>AO1 Candidates display knowledge and understanding of the rational choice model and alternative models of voting behaviour, eg social structures models, party identification models, dominant ideology models, voting context models.</p> <p>AO2 Candidates discuss the extent to which the rational choice model is now the best way of explaining the way people vote using the knowledge required for AO1.</p> <p>Such a discussion should cover the following:</p> <ul style="list-style-type: none"> • the strengths of the rational choice model as an explanation of way people have voted in recent elections; • the weaknesses of the rational choice model as an explanation of way people have voted in recent elections; • the relative value of other models as an explanation of way people have voted in recent elections. 	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, balance, range and depth but distinguish between description (AO1) and analysis (AO2); • L4 for candidates who are able to discuss the extent to which the rational choice model is now the best way of explaining the way people vote, typically making five or six points; • L3 for candidates who make some attempt to discuss the extent to which the rational choice model is now the best way of explaining the way people vote, typically making three or four points, even if an answer has to be inferred; • Maximum bottom L3/top L2 for answers that provide some/limited discussion, or where such explanation lacks range, depth or balance; • Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth; • To reach the higher levels, candidates must consider both sides of the argument; • 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 legibly, 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 – 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.

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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