

# **Government and Politics**

Advanced Subsidiary GCE

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

## **Mark Scheme for June 2011**

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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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Section A		
Question Number	Answer	Max Mark
1 (a)	<p><b>Using the sources and your own knowledge, outline what is meant by:</b></p> <p><b>(i) an ‘interest (sectional) group’;</b>  <b>(ii) a ‘cause (promotional) group’.</b>  <i>Specification: Pressure groups: types.</i></p> <p><b>AO1 [6 + 6]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of what is meant by an interest – or sectional – group and a cause – or promotional – group. For example:</p> <ul style="list-style-type: none"> <li>○ interest groups seek to represent the interests of a particular section of society. Membership of the group is therefore usually restricted to this section of society and its members usually stand to gain professionally and/or economically from its activities (sources and own knowledge);</li> <li>○ cause groups exist to promote some belief, attitude or principle and to influence policy in certain specific fields, not necessarily related to the self-interest of their members (sources and own knowledge).</li> </ul> <p>Award up to 6 marks for each definition.  If only one of ‘sources’ or ‘own knowledge’ is used in answer to a question, award up to a maximum of 4 marks for that question.  Credit candidates who are able to use contemporary examples.</p>	<b>[12]</b>
1 (b)	<p><b>Using the sources and your own knowledge, explain why some pressure groups are more successful than others.</b>  <i>Specification: Pressure groups: factors influencing success and failure.</i></p> <p><b>AO1 [12]; AO2 [12]; AO3 [4]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of pressure groups and factors/methods associated with their success. For example:</p> <ul style="list-style-type: none"> <li>○ insider status (own knowledge);</li> <li>○ a dependent or sympathetic administration (own knowledge);</li> <li>○ close links with parliament/major parties (own knowledge);</li> <li>○ a popular cause/public support (sources and own knowledge);</li> <li>○ celebrity endorsement (sources and own knowledge);</li> <li>○ persistence/permanence (sources and own knowledge);</li> <li>○ intensity of belief (sources and own knowledge);</li> <li>○ size, both absolute and as a proportion of the possible membership (sources and own knowledge);</li> <li>○ effective organisation and leadership (own knowledge);</li> <li>○ high levels of funding (own knowledge);</li> <li>○ social and economic leverage (own knowledge).</li> </ul> <p>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>	

Question Number	Answer	Max Mark
	<p><b>AO2:</b> Candidates explain why some pressure groups are more successful than others, using the knowledge required for <b>AO1</b>. Reward focus and balance, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</p> <p>Level 4 for candidates who provide a balanced and focussed explanation as to why some pressure groups are more successful than others.</p> <p>Level 3 for candidates who try to explain why some pressure groups are more successful than others, even if an answer has to be inferred. Maximum bottom Level 3 / top Level 2 for answers that provide some/limited consideration, or where the consideration lacks range, depth or balance.</p> <p>Maximum Level 2 for candidates who provide answers which are short, poorly focussed or lacking in range, depth or balance.</p> <p>Credit candidates who are able to use contemporary examples.</p> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p> <p>Where a full-length answer is provided:</p> <ul style="list-style-type: none"> <li>○ two marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary;</li> <li>○ 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.</li> </ul> <p>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.</p>	<b>[28]</b>

Question Number	Answer	Max Mark
2	<p><b>Discuss the view that the United Kingdom no longer has a two-party system.</b>  <i>Specification: Party systems: One, two, multi-party and dominant party systems; the UK party system.</i></p> <p><b>AO1 [12]; AO2 [12]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>○ party systems in general and two-party systems in particular;</li> <li>○ the current party system in the UK and its recent history.</li> </ul> <p>Credit candidates who are able to use contemporary examples.</p> <p><b>AO2:</b> Candidates discuss the view that the UK no longer has a two-party system, using the knowledge required for AO1.  Candidates should consider some of the following:</p> <ul style="list-style-type: none"> <li>○ the proportion of seats won by the two main parties at elections since 1945;</li> <li>○ the proportion of votes won by the two main parties at elections since 1945;</li> <li>○ the history of single-party, majority, government since 1945;</li> <li>○ growth in support for third and minor parties since the 1970s;</li> <li>○ support for independent candidates;</li> <li>○ the increase in protest and tactical voting;</li> <li>○ the party system outside Westminster – locally, regionally and in the European parliament;</li> <li>○ decline in party membership and partisanship amongst the electorate.</li> </ul> <p>Reward focus and range, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</p> <p>Level 4 answers offer a balanced and focussed discussion of whether the UK still has a two-party system.</p> <p>Level 3 for candidates who make some attempt to discuss whether the UK still has a two-party system, even if the answer has to be inferred.</p> <p>Maximum bottom Level 3/top Level 2 for answers that provide only some/limited assessment, or where the assessment lacks range or depth.</p> <p>Maximum Level 2 for candidates who provide answers which are short, poorly focussed or lacking in range, depth or balance.</p> <p>Credit candidates who are able to use contemporary examples.</p>	

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	<p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p> <p>Where a full-length answer is provided:</p> <ul style="list-style-type: none"> <li>○ three marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary;</li> <li>○ 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.</li> </ul> <p>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.</p>	<b>[30]</b>
<b>3</b>	<p><b>Section B</b></p> <p><b>Discuss the view that there is no need to change the current system for electing MPs.</b></p> <p><i>Specification: Electoral reform in the UK. Recent reform; criticisms of the various electoral systems used in the UK; party attitudes to further reform.</i></p> <p><b>AO1 [12]; AO2 [12]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of the current system for electing MPs including:</p> <ul style="list-style-type: none"> <li>○ how and when elections are called;</li> <li>○ who can stand;</li> <li>○ who can vote;</li> <li>○ the nature of campaigning;</li> <li>○ how votes are cast;</li> <li>○ who wins;</li> <li>○ outcomes.</li> </ul> <p>Credit candidates who are able to use contemporary examples.</p> <p><b>AO2:</b> Candidates discuss the view that there is no need to change the current system for electing MPs, using the knowledge required for <b>AO1</b>. Candidates should consider both the well-known strengths – clear outcomes leading to one-party majority government, the link between a particular MP and a specific constituency – of the current system and its weaknesses – lack of proportionality, unfairness to third and minor parties, declining turnout – but may also refer to the strengths and weaknesses of alternative systems (but the focus must remain on the question).</p> <p>Reward focus and range, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</p> <p>Level 4 answers offer a balanced and focussed discussion of whether there is a need to change the current system.</p> <p>Level 3 for candidates who make some attempt to discuss whether there is a need to change the current system, even if the answer has to be inferred.</p>	

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	<p>Maximum bottom Level 3 / top Level 2 for answers that provide only some/limited assessment, or where the assessment lacks range or depth.  Maximum Level 2 for candidates who provide answers which are short, poorly focussed or lacking in range, depth or balance.  Credit candidates who are able to use contemporary examples.</p> <p><b>AO3:</b> 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:</p> <ul style="list-style-type: none"> <li>○ three marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary;</li> <li>○ 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.</li> </ul> <p>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.</p>	<b>[30]</b>
<b>4</b>	<p><b>Discuss the reasons for the result of the May 2010 general election.</b>  <i>Specification: Recent general elections (knowledge of the last three elections is required): Reasons for holding; campaigns; results; reasons for victory/loss; Key developments relating to UK parliamentary elections.</i></p> <p><b>AO1 [12]; AO2 [12]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of the May 2010 general election, including:</p> <ul style="list-style-type: none"> <li>○ the political background to the election;</li> <li>○ the campaign;</li> <li>○ the electoral system used;</li> <li>○ voting patterns;</li> <li>○ the result.</li> </ul> <ul style="list-style-type: none"> <li>• Credit candidates who provide relevant detail.</li> </ul>	

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	<p><b>AO2:</b> Candidates discuss the reasons for the result of the May 2010 general election using the knowledge required for <b>AO1</b>. Such a discussion should cover some of the following points:</p> <ul style="list-style-type: none"> <li>○ the failure of any party to secure an overall majority of the votes cast (C 36%, L 29% and LD 23%);</li> <li>○ the advantage conferred on the Labour Party by the electoral system (up to 22 seats according to some authorities) that ensured that the 36% of votes won by the Conservative Party did not produce a Commons majority for it (NB 2005 Labour's 35% = majority of 66);</li> <li>○ the impact of third parties: 35% of the vote was for parties other than the main two, the largest proportion since 1918;</li> <li>○ the 'electoral mountain' that the Conservative Party had to climb in order to gain a majority (essentially the exceptional size of swing required);</li> <li>○ the Labour Party's record in office since 2005, for example, wars in Iraq and Afghanistan, Lisbon Treaty, the global recession and the steps taken to deal with it, divisions within the party, the expenses scandal(?);</li> <li>○ the relative personal unpopularity of Gordon Brown;</li> <li>○ the revival in fortunes of the Conservative Party after 2007 (reflected in the opinion polls and election results);</li> <li>○ the relative personal popularity of David Cameron;</li> <li>○ the impact of Nick Clegg and in particular the spectacular increase in support for the Liberal Democrats in the opinion polls after the first televised debate –18%&gt;33% (which should be contrasted with actual election outcome which saw an improvement of just 1% in the party's vote and the loss of five seats);</li> <li>○ the campaign, and in particular party policies, the impact of the media (NB newspaper endorsements and the televised prime ministerial debates) as well as episodes such as 'Bigotgate';</li> <li>○ enduring patterns of voting behaviour, including the level of turnout.</li> </ul> <p>Some candidates may interpret 'result' to include the negotiation and establishment of a coalition government. This is acceptable as an addition to the above but not as a substitute for it.</p> <p>Reward focus and range, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</p> <p>Level 4 answers offer a balanced and focussed discussion of reasons for the result of the 2010 general election.</p> <p>Level 3 for candidates who make some attempt to discuss reasons for the result of the 2010 general election, even if an answer has to be inferred.</p> <p>Maximum bottom Level 3 / top Level 2 for answers that provide only some/limited discussion or where the discussion lacks range or depth.</p> <p>Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking in range, depth or balance.</p> <p>Credit candidates who are able to use contemporary examples.</p>	

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	<p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p> <p>Where a full-length answer is provided:</p> <ul style="list-style-type: none"> <li>○ three marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary;</li> <li>○ 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.</li> </ul> <p>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.</p>	<b>[30]</b>
<b>5</b>	<p><b>To what extent is the ‘social structures’ model still the best way of explaining why people vote the way they do?</b></p> <p><i>Specification: Models of voting behaviour: For example, social structures model; party identification model; rational choice model; dominant ideology model; voting context model.</i></p> <p><b>AO1 [12]; AO2 [12]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of the social structures model and its alternatives, for example the party identification, rational choice, dominant ideology and voting context models. Credit candidates who are able to use contemporary examples.</p> <p><b>AO2:</b> Candidates assess the extent to which the ‘social structures’ model is still the best explanation for the way people vote, using the knowledge required for <b>AO1</b>. Candidates should consider:</p> <ul style="list-style-type: none"> <li>○ the explanatory value of the social structures model, both its insights and its limits;</li> <li>○ the explanatory value – insights and limits – of other models.</li> </ul> <p>Reward focus and range, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</p> <p>Level 4 answers offer a balanced and focussed assessment of the extent to which the social structures model is still the best way of explaining why people vote the way they do.</p> <p>Level 3 for candidates who make some attempt to assess the extent to which the social structures model is still the best way of explaining why people vote the way they do, even if the answer has to be inferred. Maximum bottom Level 3 / top Level 2 for answers that provide only some/limited assessment, or where the assessment lacks range or depth.</p> <p>Maximum Level 2 for candidates who provide answers which are short, poorly focussed or lacking in range, depth or balance. Credit candidates who are able to use contemporary examples.</p>	

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	<p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p> <p>Where a full-length answer is provided:</p> <ul style="list-style-type: none"><li>○ three marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary;</li><li>○ 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.</li></ul> <p>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.</p>	<b>[30]</b>

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