

# **Government and Politics**

Advanced Subsidiary GCE **F851**

Contemporary Politics of the UK

## **Mark Scheme for June 2010**

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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When marking, examiners must use both this mark scheme and the Assessment Matrix (**Appendix B of the Specifications**).

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	'thorough'	10-12
3	'good'	7-9
2	'limited'	4-6
1	'basic'	0-3

Section A		
Question Number	Answer	Max Mark
1 (a)	<p><b>Using the sources and your own knowledge, outline the differences between an 'insider pressure group' and an 'outsider pressure group'.</b></p> <p><b>Specification</b> <i>Pressure groups</i></p> <p><b>AO1 [12]</b></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Candidates display knowledge and understanding of the differences between insider and outsider pressure groups, focusing on the relationship between pressure groups and government: <ul style="list-style-type: none"> <li>○ insider pressure groups have strong links with decision-makers and are consulted regularly, thus working inside government (Source A and own knowledge);</li> <li>○ outsider pressure groups do not have this advantage and therefore have to influence decision-makers indirectly, hence they are outsiders (own knowledge).</li> </ul> </li> <li>• Full marks should be awarded to candidates who clearly understand the differences between insider and outsider pressure groups.</li> <li>• Award up to 6 marks for each definition.</li> <li>• If only one of 'sources' or 'own knowledge' is used, award up to a maximum of 8 marks.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul>	[12]
1(b)	<p><b>Using the sources and your own knowledge, discuss the view that being an insider group is the most important factor affecting the success of a pressure group.</b></p> <p><b>Specification</b> <i>Impact and success; Key developments within and relating to pressure groups</i></p> <p><b>AO1 [12]; AO2 [12]; AO3 [4]</b></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Candidates display knowledge and understanding of a range of factors associated with pressure group success.</li> <li>• These might include: <ul style="list-style-type: none"> <li>○ quality of organisation and leadership: organisational structure, efficient staff, effective leadership, significant financial resources, clear strategy (Source A and own knowledge);</li> <li>○ economic and social leverage: economic importance, social status and/or prestige of the group (own knowledge);</li> <li>○ membership: large numbers, high proportion of the eligible membership (own knowledge);</li> </ul> </li> </ul>	

Section A		
Question Number	Answer	Max Mark
1(b) cont	<ul style="list-style-type: none"> <li>○ political contacts and support: European, national, regional and local ministers and their staff, civil servants, opposition spokesmen, parties, MPs, parliamentary consultants, factions (Sources A and B and own knowledge);</li> <li>○ degree of popular support in the media and the country (own knowledge);</li> <li>○ degree and effectiveness of opposition (own knowledge);</li> <li>○ intensity of belief: strength of feeling or degree of commitment of the group (Source B and own knowledge);</li> <li>○ compatibility of objectives with those of the government (Source B and own knowledge);</li> <li>○ government dependence on the group (own knowledge);</li> <li>○ persistence (Source B and own knowledge).</li> </ul> <ul style="list-style-type: none"> <li>● If only one of 'sources' or 'own knowledge' is used, award up to a maximum of 8 marks.</li> <li>● Credit candidates who are able to use contemporary examples.</li> </ul> <p><b>AO2:</b> Candidates discuss the view that being an insider group is the most important factor affecting the success of a pressure group, using the knowledge required for <b>AO1</b>.</p> <ul style="list-style-type: none"> <li>● Such a discussion should cover a range of possible factors, including insider status, and attempt to assess their relative importance.</li> <li>● Reward focus and balance, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>● Level 4 for candidates who provide a balanced and focussed consideration of the importance of insider status in explaining pressure group success.</li> <li>● Level 3 for candidates who try to consider the relative importance of insider status, even if the answer has to be inferred.</li> <li>● Maximum bottom Level 3/top Level 2 for answers that provide some/limited consideration, or where the consideration lacks range, depth or balance.</li> <li>● Maximum Level 2 for candidates who provide answers which are short, poorly focussed or lacking in range, depth or balance.</li> <li>● Credit candidates who are able to use contemporary examples.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> <li>● Where a full-length answer is provided: <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> </li> <li>● 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.</li> </ul>	<b>[28]</b>

Section A		
Question Number	Answer	Max Mark
2	<p><b>To what extent are the Labour and Conservative parties democratic organisations?</b></p> <p><b>Specification</b> <i>UK parties; Key developments within and relating to political parties</i></p> <p><b>AO1 [12]; AO2 [12]; AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Candidates display knowledge and understanding of democracy – that it requires participation – and of the organisation of the Labour and Conservative parties including the nature, role and power of: <ul style="list-style-type: none"> <li>○ the mass membership (including affiliated bodies);</li> <li>○ constituency parties;</li> <li>○ parliamentary parties;</li> <li>○ policy forums;</li> <li>○ conferences;</li> <li>○ national organisation – NEC, HQ, The Board, Central Office;</li> <li>○ leadership.</li> </ul> </li> <li>• as well as key processes within each party: <ul style="list-style-type: none"> <li>○ how leaders, candidates and other key office holders are selected;</li> <li>○ how policy is made in theory and in practice.</li> </ul> </li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <ul style="list-style-type: none"> <li>• <b>AO2:</b> Candidates discuss the extent to which the Labour and Conservative parties could be considered to be democratic organisations, using the knowledge required for <b>AO1</b>.</li> <li>• Candidates may approach the question in a number of different ways, for example, party by party or thematically, but expect some consideration, explicitly or implicitly, of what might be meant by 'democratic' in this context, a broadly equal treatment of both parties. Comparisons are not required but could be rewarded.</li> <li>• Reward focus and range, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• Level 4 answers offer a balanced and focussed discussion of how democratic the Labour and Conservative parties are.</li> <li>• Level 3 for candidates who make some attempt to assess how democratic the Labour and Conservative parties are, even if the answer has to be inferred.</li> <li>• Maximum bottom Level 3/top Level 2 for answers that provide only some/limited assessment, or where the assessment lacks range or depth.</li> <li>• Maximum Level 2 for candidates who provide answers which are short, poorly focussed or lacking in range, depth or balance.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul>	

Section A		
Question Number	Answer	Max Mark
2 cont	<p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> <li>• Where a full-length answer is provided: <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> </li> <li>• 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.</li> </ul>	<b>[30]</b>
3	<p><b>Discuss the advantages and disadvantages of the electoral systems used in the UK to choose members of the Westminster and European parliaments.</b></p> <p><b>Specification</b> <i>Electoral systems; Electoral systems in the UK</i></p> <p><b>AO1 [12]; AO2 [12]; AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Candidates display knowledge and understanding of: <ul style="list-style-type: none"> <li>○ the FPTP system used in the UK to elect MPs;</li> <li>○ the closed regional list system used to elect UK MEPs.</li> </ul> </li> <li>• Such knowledge might include the following: <ul style="list-style-type: none"> <li>○ how election dates are decided;</li> <li>○ constituency boundaries;</li> <li>○ multi-member vs single member constituencies;</li> <li>○ who can stand;</li> <li>○ who can vote;</li> <li>○ how votes are cast and who they are cast for NB Northern Ireland;</li> <li>○ how the 'winner' is decided NB Northern Ireland.</li> </ul> </li> <li>• They should also be aware that while FPTP is used to elect both representatives and, indirectly, the executive (in the UK), the closed regional list is used just to choose representatives.</li> <li>• Credit candidates who are able to use contemporary examples.</li> <li>• <b>AO2:</b> Candidates discuss the advantages and disadvantages of FPTP and closed regional lists as they operate in the UK using the knowledge required for <b>AO1</b>.</li> <li>• For example: <ul style="list-style-type: none"> <li>○ in the UK, FPTP (usually) produces a clear result which leads to strong, single party government;</li> <li>○ with FPTP there is a clear link between a single representative and a constituency;</li> <li>○ FPTP encourages stability and accountability;</li> </ul> </li> </ul>	

Section A		
Question Number	Answer	Max Mark
3 cont	<ul style="list-style-type: none"> <li>○ the use of closed regional lists in the UK produces more proportionate and therefore representative results;</li> <li>○ the use of closed regional lists allows minority representation in areas where one party has a large majority.</li> <li>● Reward focus and range, but distinguish between description (AO1) and analysis (AO2).</li> <li>● Level 4 answers offer a balanced and focussed discussion of the advantages and disadvantages of FPTP and closed regional list systems.</li> <li>● Level 3 for candidates who make some attempt to discuss the advantages and disadvantages of FPTP and closed regional list systems, even if the answer has to be inferred.</li> <li>● Maximum bottom Level 3/top Level 2 for answers that provide only some discussion, or where the discussion lacks range and/or depth.</li> <li>● Maximum Level 2 for candidates who provide answers which are short, poorly focussed or lacking range and/or depth.</li> <li>● Credit candidates who are able to use contemporary examples.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> <li>● Where a full-length answer is provided: <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> </li> <li>● 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.</li> </ul>	<b>[30]</b>
4	<p><b>Discuss the view that the Labour party won the 2001 and 2005 general elections because of its policies.</b></p> <p><b>Specification</b> <i>Recent general elections (knowledge of the last three elections is required)</i></p> <p><b>AO1 [12]; AO2 [12]; AO3 [6]</b></p> <ul style="list-style-type: none"> <li>● <b>AO1:</b> Candidates display knowledge and understanding of parliamentary elections in the UK in general and of the 2001 and 2005 elections in particular.</li> <li>● In relation to the former they may mention: <ul style="list-style-type: none"> <li>○ the electoral system used;</li> <li>○ how and why elections are called;</li> </ul> </li> </ul>	

Section A		
Question Number	Answer	Max Mark
4 cont	<ul style="list-style-type: none"> <li>○ who can stand and who can vote;</li> <li>○ electoral strategies;</li> <li>○ manifestoes;</li> <li>○ the nature and conduct of campaigns, both local and national;</li> <li>○ how general elections are funded;</li> <li>○ the role of the mass media;</li> <li>○ how elections are won.</li> <li>● In relation to 2001 and 2005 they may mention: <ul style="list-style-type: none"> <li>○ the choice of election date;</li> <li>○ the political context, including the general state of the government and the opposition;</li> <li>○ the record of the government and the opposition;</li> <li>○ party values;</li> <li>○ party strategies;</li> <li>○ party image;</li> <li>○ party policies/manifesto promises;</li> <li>○ the issues;</li> <li>○ leaders and leadership;</li> <li>○ the campaign;</li> <li>○ the mass media;</li> <li>○ impact of boundary revisions;</li> <li>○ nature of the electorate and those actually voting;</li> <li>○ nature and impact of the FPTP system;</li> <li>○ turnout.</li> </ul> </li> <li>● Some knowledge of party policy is required, but do not expect great detail.</li> <li>● <b>AO2:</b> Candidates discuss the view that the Labour party won the 2001 and 2005 general elections because of its policies, using the knowledge required for <b>AO1</b>.</li> <li>● What is required is a balanced discussion of the importance of party policy – as opposed to other factors – in deciding the outcome of the 2001 and 2005 elections. Candidates may chose to consider the elections individually or jointly, but there must be a clear focus on 2001 and 2005 and a broadly equal treatment of both. A generalised discussion of why parties win elections is not sufficient to reach Level 3.</li> <li>● Points for discussion might include the importance in 2001 and 2005 of: <ul style="list-style-type: none"> <li>○ party policy;</li> <li>○ party ideology, values and image;</li> <li>○ the government's record, and in particular the state of the economy;</li> <li>○ the state of opposition parties;</li> <li>○ expectations for the future;</li> <li>○ bias in the electoral system towards winning parties;</li> <li>○ bias in the electoral system towards Labour;</li> <li>○ the size of swing required for the Conservatives to win;</li> <li>○ leaders and leadership;</li> <li>○ the campaign;</li> <li>○ campaign expenditure;</li> </ul> </li> </ul>	

Section A		
Question Number	Answer	Max Mark
4 cont	<ul style="list-style-type: none"> <li>○ the issues;</li> <li>○ the mass media;</li> <li>○ the impact of third and minor parties;</li> <li>○ voting behaviour including turnout.</li> </ul> <ul style="list-style-type: none"> <li>● Reward focus and range, but distinguish between description (AO1) and analysis (AO2).</li> <li>● Level 4 answers offer a balanced and focussed consideration of the view that the Labour party won the 2001 and 2005 general elections because of its policies.</li> <li>● Level 3 for candidates who make some attempt to consider whether Labour's policies explain its victories in 2001 and 2005, even if the answer has to be inferred.</li> <li>● Maximum bottom Level 3/top Level 2 for answers that provide only some/limited discussion, where the discussion lacks range, depth or balance, or where the focus is not on 2001 and 2005.</li> <li>● Maximum bottom Level 3/top Level 2 for answers that focus on either 2001 or 2005.</li> <li>● Maximum Level 2 for candidates who provide answers which are short, poorly focussed or lacking in range, depth or balance.</li> <li>● Credit candidates who are able to use contemporary examples.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> <li>● Where a full-length answer is provided: <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> </li> <li>● 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.</li> </ul>	<b>[30]</b>
5	<p><b>Discuss the view that the mass media is the most important factor influencing the way people vote.</b></p> <p><b>Specification</b> <i>Factors associated with voting behaviour; Trends in voting behaviour</i></p> <p><b>AO1 [12]; AO2 [12]; AO3 [6]</b></p> <ul style="list-style-type: none"> <li>● <b>AO1:</b> Candidates display knowledge and understanding of the mass media and its possible influence on voters: <ul style="list-style-type: none"> <li>○ the range (printed, broadcast, electronic), ubiquity and nature (ownership, funding, regulatory framework) of the mass media in the UK;</li> </ul> </li> </ul>	

Section A		
Question Number	Answer	Max Mark
5 cont	<ul style="list-style-type: none"> <li>○ direct effect theories which suggest that electors are strongly influenced by the mass media when deciding if and how to vote;</li> <li>○ reinforcement theories which suggest that the media do not create or mould public opinion but simply reinforces pre-existing opinion and therefore has a minimal affect on how people vote;</li> <li>○ agenda setting theories which suggest that the media do not determine how voters vote, but do influence which issues they vote on;</li> <li>○ framing theories which suggest that the way in which the modern mass media treat politics affects the way people see and understand it.</li> <li>• They should also be aware of a range of other factors associated with voting behaviour such as class, age and ethnicity and/or of various models of voting behaviour, such as social structures models.</li> <li>• Credit candidates who are able to use contemporary examples.</li> <li>• <b>AO2:</b> Candidates discuss the view that the mass media is the most important factor influencing the way people vote, using the knowledge required for <b>AO1</b>. For example, candidates may consider a range of theories about the influence of the media in a period of continuing class and partisan dealignment and: <ul style="list-style-type: none"> <li>○ limitations on the explicative value of such theories;</li> <li>○ the importance of other factors.</li> </ul> </li> <li>• They may also want to consider the impact of: <ul style="list-style-type: none"> <li>○ levels of public cynicism about both the media and politicians (perceived bias and untrustworthiness);</li> <li>○ declining newspaper sales and readership;</li> <li>○ the legal requirement for balance on television and radio;</li> <li>○ the lack of political advertising on radio and television in British elections.</li> </ul> </li> <li>• Reward focus and range, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• Level 4 answers offer a balanced and focussed discussion of the view that the mass media is the most important factor influencing the way people vote.</li> <li>• Level 3 for candidates who make some attempt to discuss the importance of the mass media in influencing the way people vote, even if the answer has to be inferred.</li> <li>• Maximum bottom Level 3/top Level 2 for answers that provide only some/limited discussion, or where the discussion lacks range, depth or balance.</li> <li>• Maximum Level 2 for candidates who provide answers which are short, poorly focussed or lacking in range, depth or balance.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul>	

Section A		
Question Number	Answer	Max Mark
5 cont	<p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> <li>• Where a full-length answer is provided: <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> </li> <li>• 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.</li> </ul>	<b>[30]</b>

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