

**GCE**

**Government and Politics**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2014**

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	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 (see appendix).

### 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 be awarded full marks.

Question		Answer	Mark	Guidance
1	(a)	<p><b>AO1</b> Candidates display knowledge and understanding of the roles played by political parties in a democracy, for example, in:</p> <ul style="list-style-type: none"> <li>• aggregating and articulating the interest of groups in society;</li> <li>• allowing and encouraging greater political participation in the political system;</li> <li>• offering the electorate a choice of government and policies at elections (Source A);</li> <li>• recruiting and training future ‘politicians’;</li> <li>• organising (and in parliamentary systems, providing members of) the executive branch of government (Source A);</li> <li>• ensuring the effective scrutiny of government;</li> <li>• educating and informing the public on the issues of the day.</li> </ul>	12	<p><b>AO1 [12]</b> 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"> <li>• Full marks should be awarded to candidates who are able to clearly outline a range of roles played by political parties in a democracy.</li> <li>• For L4, expect four roles, with examples, or more roles in less detail.</li> <li>• For L3, expect two roles, with examples, or more roles in less detail</li> <li>• For L1 and L2 expect at least one role, with examples.</li> <li>• The question refers to parties, not parties in the UK, but answers to either are acceptable.</li> <li>• Given the source material, expect candidates to do more than just list a series of roles: explanation/development is also required.</li> <li>• If only one of ‘sources’ or ‘own knowledge’ is used, award up to a maximum of 8 marks.</li> </ul>

Question		Answer	Mark	Guidance
1	(b)	<p><b>AO1</b> Candidates display knowledge and understanding of criticisms that have been made of political parties in the UK, for example:</p> <ul style="list-style-type: none"> <li>• they are sectional and represent only a part of society;</li> <li>• they put their own interests above those of the country;</li> <li>• they promote conflict between sections of society (are divisive) and destroy its underlying unity;</li> <li>• they effectively suppress freedom of thought and the politics of individual conscience;</li> <li>• they no longer command the support and respect of large swathes of society and therefore are an ineffective link between government and the people (indeed, pressure groups and social movements now perform this task more effectively);</li> <li>• the main parties have become little more than oligarchical and bureaucratized political machines, intent on gaining power for a leadership which pays scant attention to an largely inactive membership which is engaged in dull and routine tasks;</li> <li>• they are part of a political system tainted by corruption and lust for power and far-removed from the concerns of ordinary people (Source B);</li> <li>• they are controlled by big business/the unions;</li> <li>• they (the main parties ) offer little real choice (between policies) (Source B);</li> <li>• they fail to deliver on their promises (Source B);</li> <li>• they are unrepresentative (not typical) of the electorate as a whole and fail to represent their (the electorate's) interests (Source B).</li> </ul>	28	<p><b>AO1 [12]</b> 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"> <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>

Question	Answer	Mark	Guidance
	<p><b>AO2</b> Candidates assess criticisms that have been made of political parties in the UK using the knowledge required for <b>AO1</b>. For example, they may argue that, while there may be little real choice between the parties in terms of policy, this may reflect a fundamental agreement in the electorate about what is needed, and that there is still a choice between those who are entrusted with executing these policies.</p>		<p><b>AO2 [12]</b> 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"> <li>• Reward focus, range and depth but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• L4 for candidates who assess criticisms that have been made of political parties in the UK, typically making five or six points.</li> <li>• L3 for candidates who make some attempt to assess criticisms that have been made of political parties in the UK, typically making three or four points, even if an answer has to be inferred.</li> <li>• Maximum bottom L3/top L2 for answers that provide some/limited discussion, or where such discussion lacks range, depth or balance.</li> <li>• Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <p><b>AO3 [4]</b></p> <ul style="list-style-type: none"> <li>• Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li>– <b>two marks</b> should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary</li> <li>– <b>two marks</b> should be used to credit the quality of written communication – legibility, clarity of expression, structure and presentation of ideas,</li> </ul> </li> </ul>

Question	Answer	Mark	Guidance
			<p>spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> <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 be awarded full marks.</li> </ul>
2	<p><b>AO1</b> Candidates display knowledge and understanding of a number and range factors associated with pressure group success, for example:</p> <ul style="list-style-type: none"> <li>financial resources;</li> <li>political status (insider/outsider);</li> <li>membership (size, status, willingness to act, proportion of the group they represent);</li> <li>economic/social leverage;</li> <li>quality of leadership and organisation;</li> <li>popular support;</li> <li>media support;</li> <li>clear aims and strategy;</li> <li>compatibility with the aims of the government of the day.</li> </ul> <p><b>AO2</b> Candidates discuss whether financial resources are the most important factor affecting the success of a pressure group, using the knowledge required for <b>AO1</b>. They should be able to discuss the benefits of possessing such resources (larger/better organisation, full-time, professional, staff, quality of advice, improved campaigning, access, though some groups with such resources have limited success) but also the importance of a range of other factors which may affect pressure group success.</p>	30	<p><b>AO1 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <p>Credit candidates who are able to use contemporary examples.</p> <p><b>AO2 [12]</b> 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"> <li>Reward focus, range and depth but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>L4 for candidates who discuss whether financial resources are the most important factor affecting the success of a pressure group, typically making five or six points.</li> </ul>

Question	Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• L3 for candidates who make some attempt to discuss whether financial resources are the most important factor affecting the success of a pressure group, typically making three or four points, even if an answer has to be inferred.</li> <li>• Maximum bottom L3/top L2 for answers that provide some/limited discussion, or where such discussion lacks range, depth or balance.</li> <li>• Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth. Credit candidates who are able to use contemporary examples.</li> </ul> <p><b>AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided:             <ul style="list-style-type: none"> <li>– <b>three marks</b> should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary</li> <li>– <b>three marks</b> 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 be awarded full marks.</li> </ul>

Question	Answer	Mark	Guidance
3	<p><b>AO1</b> Candidates display knowledge and understanding of the purpose (functions) of elections in the UK, for example, to:</p> <ul style="list-style-type: none"> <li>• choose local, regional or national representatives;</li> <li>• choose a government (or other body);</li> <li>• provide the government (or other body) with a general mandate to govern;</li> <li>• approve the winning party's policies (where there is party government);</li> <li>• hold the government (or other body) to account;</li> <li>• convey the feelings of the electorate to government and politicians;</li> <li>• allow citizens to participate in the political process;</li> <li>• legitimise the government and the political system.</li> </ul> <p><b>AO2</b> Candidates discuss whether elections in the UK no longer fulfil their purpose using the knowledge required for <b>AO1</b>. For example, they may choose to argue that while elections allow citizens to choose a local representative, the system used, say, to elect MPs, does not produce an overall result which is a fair reflection of the wishes of the electorate. Or that the election of minority and coalition governments, nationally and regionally, in recent years has not only undermined the theory of the mandate but raised issues of accountability.</p>	30	<p><b>AO1 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <p>Credit candidates who are able to use contemporary examples.</p> <p><b>AO2 [12]</b> 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"> <li>• Reward focus, range and depth but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• L4 for candidates who discuss whether elections in the UK no longer fulfil their purpose, typically making five or six points.</li> <li>• L3 for candidates who make some attempt to discuss whether elections in the UK no longer fulfil their purpose, typically making three or four points, even if an answer has to be inferred.</li> <li>• Maximum bottom L3/top L2 for answers that provide some/limited discussion, or where such discussion lacks range, depth or balance.</li> </ul>

Question	Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <p><b>AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li>– <b>three marks</b> should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary</li> <li>– <b>three marks</b> 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 be awarded full marks.</li> </ul>

Question	Answer	Mark	Guidance
4	<p><b>AO1</b> Candidates display knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>the FPTP system used to elect MPs;</li> <li>the results of recent general elections, for example, outcome, turnout, votes cast, seats won, profiles of successful candidates (party, age, gender, ethnicity, education etc.) and hence the proportionality and representativeness of the result.</li> </ul> <p><b>AO2</b> Candidates discuss whether, on the evidence of recent general elections, the current system of electing MPs is unfair using the knowledge required for <b>AO1</b>. For example, they may argue that the system is unfair because the results of recent general elections lacked proportionality, but that the system is fair because it is based on individual contests in which the candidate with the most votes wins.</p>	30	<p><b>AO1 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <p>Credit candidates who are able to use contemporary examples.</p> <p><b>AO2 [12]</b> 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"> <li>Reward focus, range and depth but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>L4 for candidates who discuss whether, on the evidence of recent general elections, the current system of electing MPs is unfair, typically making five or six points.</li> <li>L3 for candidates who make some attempt to discuss whether, on the evidence of recent general elections, the current system of electing MPs is unfair, typically making three or four points, even if an answer has to be inferred.</li> <li>Maximum bottom L3/top L2 for answers that provide some/limited discussion, or where such discussion lacks range, depth or balance.</li> <li>Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth.</li> <li>To reach L3 and L4 candidates must base their answers on the evidence of ‘recent elections’: answers of a purely generic nature cannot reach L3.</li> <li>Better candidates may consider what might be meant by ‘unfair’ in this context, but it is not necessary to do so to reach L4.</li> </ul>

Question	Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• Candidates must focus on recent general elections: generalised answers should not be rewarded as generously as those which provide recent evidence.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <p><b>AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li>– <b>three marks</b> should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary</li> <li>– <b>three marks</b> 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 be awarded full marks.</li> </ul>

Question	Answer	Mark	Guidance
5	<p><b>AO1</b> Candidates display knowledge and understanding of short and long-term factors said to influence voting behaviour, for example, class, age, ethnicity etc. (long-term) and policies, issues, party leaders, the media etc. (short-term)</p> <p><b>AO2</b> Candidates discuss whether short-term factors are now a better explanation of voting behaviour than long term factors using the knowledge required for <b>AO1</b>. For example, they may argue that there is still a clear correlation between voting and class and voting and age which suggests that long-term factors are still important. On the other hand, they may argue, voters today are more influenced by short-term factors like the media, the image of the party leaders, the issues and the perceived competence of the parties.</p>	30	<p><b>AO1 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <p>Credit candidates who are able to use contemporary examples.</p> <p><b>AO2 [12]</b> 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"> <li>• Reward focus, range and depth but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• L4 for candidates who discuss whether short-term factors are now a better explanation of voting behaviour than long term factors, typically making five or six points.</li> <li>• L3 for candidates who make some attempt to discuss whether short-term factors are now a better explanation of voting behaviour than long term factors, typically making three or four points, even if an answer has to be inferred.</li> <li>• Maximum bottom L3/top L2 for answers that provide some/limited discussion, or where such discussion lacks range, depth or balance.</li> <li>• Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul>

Question	Answer	Mark	Guidance
			<p><b>AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li>– <b>three marks</b> should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary</li> <li>– <b>three marks</b> 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 be awarded full marks.</li> </ul>

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