



GCE

Government and Politics

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

Advanced Subsidiary GCE

Mark Scheme for June 2017

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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 must 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

Subject specific 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.

MARK SCHEME

Question		Answer/Indicative content	Mark	Guidance
1	a	<p>AO1</p> <ul style="list-style-type: none"> • Candidates describe four main ways in which political parties in the UK are funded. • Source: <ul style="list-style-type: none"> <input type="checkbox"/> Donations <input type="checkbox"/> Public funding via Short/Cranbourne money • Own knowledge might include: <ul style="list-style-type: none"> <input type="checkbox"/> Membership fees <input type="checkbox"/> Affiliation fees <input type="checkbox"/> Fundraising <input type="checkbox"/> Conference income <input type="checkbox"/> Commercial activities <input type="checkbox"/> Public funding for policy development via the Electoral Commission (Policy Development Grants) • Own knowledge could also include further knowledge of donations and public funding not contained in the source material. 	12	<p>AO1 [6]</p> <p>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"> • L4: typically candidates describe four main ways in which political parties are funded. • L3: typically candidates describe three main ways in which political parties are funded, or four in less detail. • L1/2: typically candidates describe two main ways in which political parties are funded, or three in less detail. • To receive full credit for a point, candidates must do more than just identify a source; they must provide some detail, evidence and/or examples. • Treat allegations of illegal sources of funding with caution. • If only one of 'sources' or 'own knowledge' is used, award up to a maximum of 8 marks.
1	b	<p>AO1</p> <p>Candidates display knowledge and understanding of, amongst other things:</p> <ul style="list-style-type: none"> • The role of political parties in democracy; • How political parties in the UK are funded; • The disparity between parties in terms of income and the impact this may have; • The differences between parties in terms of sources of funding and the impact this may have; • The costs of running and maintaining a political party 	28	<p>AO1 [12]</p> <p>L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <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	Answer/Indicative content	Mark	Guidance
	including campaigning.		
	<p>AO2</p> <p>Candidates discuss the view that political parties should be funded entirely by the state using the knowledge required for AO1.</p> <p>For example, they may argue that in favour of state funding that:</p> <p>Political parties have a vital role to play in the UK political system but are constantly in debt; State funding of parties would make parties independent of their present backers and, therefore, free of their influence; State funding would reduce the possibility of corruption; State funding would go some of the way towards reducing unfairness in the current system ('level playing field'); State funding works in other countries.</p> <p>But that:</p> <ul style="list-style-type: none"> • Parties are private organisations and should not be funded by the state; • The money could be better spent on, for example, schools or hospitals (opportunity cost); • State funding would breed dependency and encourage complacency; • State funded parties would be less likely to respond to their member's wishes, or the public, and would not need to attract a large membership; • State funding would encourage parties to spend more; • State funding of parties would not make elections fairer: only electoral reform would do that; • State funding would make it even harder for smaller 		<p>AO2 [12]</p> <p>L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <p>Reward focus, range and depth but distinguish between description (AO1) and analysis (AO2).</p> <p>L4 for candidates who discuss the view that political parties should be funded entirely by the state, typically making five or six points.</p> <ul style="list-style-type: none"> • L3 for candidates who discuss the view that political parties should be funded entirely by the state, 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 of the view that political parties should be funded entirely by the state, 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. • Credit candidates who are able to use contemporary examples.

Question	Answer/Indicative content	Mark	Guidance
	<p>parties to establish themselves.</p> <ul style="list-style-type: none"> • Many people would object to their taxes being used to fund parties which they did not themselves support. 		
			<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 be awarded full marks.
2	<p>AO1</p> <p>Candidates display knowledge and understanding of factors associated with pressure group success, for example:</p> <ul style="list-style-type: none"> • Aims • Membership (size, nature, commitment etc.) • Organisation • Leadership • Methods • Economic and social leverage 	30	<p>AO1 [12]</p> <p>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>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Financial support • Political contacts/insider status • Capability with government policy • Media support • Public support 		
	<p>AO2</p> <p>Candidates discuss the view that public support is essential to pressure group success, using the knowledge required for AO1.</p> <p>Candidates must argue that while public support can be an important factor it is not essential, and that other factors (see AO1) can be equally, if not more, important.</p>		<p>AO2 [12]</p> <p>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, range and depth, but distinguish between description (AO1) and analysis (AO2). <p>L4 for candidates who discuss the view that public support is essential to pressure group success, typically making five or six points.</p> <p>L3 for candidates who make some attempt to discuss the view that public support is essential to pressure group success, typically making three or four points, even if an answer has to be inferred.</p> <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. <p>Given the wording of the question, do not expect a 50:50 balance of points, but rather an answer that directly addresses the question by considering both sides of the argument.</p> <p>Credit candidates who are able to use contemporary examples.</p>
			AO3 [6]

Question	Answer/Indicative content	Mark	Guidance
			<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 be awarded full marks.
3	<p>AO1</p> <p>Candidates display knowledge and understanding of AMS and how it operates in Scotland and Wales, including the results of recent elections. For example:</p> <ul style="list-style-type: none"> • AMS is a hybrid voting system, combining elements of FPTP and PR; • Each voter has two votes; • One vote is used to choose a constituency representative using FPTP; • The other vote is cast for a party rather than an individual and is used to choose additional members to represent a region; • These additional members are allocated to increase the proportionality of the overall result; 	30	<p>AO1 [12]</p> <p>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>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> The regional representatives are selected from lists compiled by the parties. 		
	<p>AO2</p> <p>Candidates assess the advantages and disadvantages of AMS as used in Scotland and Wales using the knowledge required for AO1.</p> <p>Advantages might include:</p> <ul style="list-style-type: none"> Results are more proportionate and therefore provide a more accurate reflection of the voters' wishes; Encourages smaller parties; It balances the benefits single member representation with that of fairness; Retains the link between constituents and a single elected representative; Provides voters with a wider choice of parties; Fewer 'wasted' votes. <p>And disadvantages:</p> <ul style="list-style-type: none"> Creates two classes of representative, one of which who may be regarded as being more legitimate; Creates two classes of representative, one of which has constituency duties and one of which doesn't; Creates two classes of representative, one of which is more accountable to the voters than the other; Creates larger constituencies which makes personal contact harder, especially in less densely populated areas; There is a greater risk of minority or coalition governments (which are assumed to be a bad thing); Control of regional list gives too much power to the 		<p>AO2 [12]</p> <p>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, range, balance and depth, but distinguish between description (AO1) and analysis (AO2). <p>L4 for candidates who assess the advantages and disadvantages of AMS as used in Scotland and Wales, typically making five or six points and referring to at least two different systems.</p> <ul style="list-style-type: none"> L3 for candidates who make some attempt to assess the advantages and disadvantages of AMS as used in Scotland and Wales, 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 discussion lacks range, depth or balance. Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth. <p>Credit candidates who are able to use contemporary examples.</p>

Question		Answer/Indicative content	Mark	Guidance
		<p>parties;</p> <ul style="list-style-type: none"> • Confusing for voters when voting. 		
				<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 be awarded full marks.
4		<p>AO1</p> <p>Candidates display knowledge and understanding of the purpose, nature and frequency of by-elections. For example,</p> <ul style="list-style-type: none"> • By-elections take place when, for example, an MP resigns or dies, or is declared bankrupt, suffers from a serious mental illness or is convicted of a serious criminal offence between general elections; • They not necessarily take place if an MP changes political parties; • By-elections often attract more candidates and more 	30	<p>AO1 [12]</p> <p>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>

Question	Answer/Indicative content	Mark	Guidance
	media attention; <ul style="list-style-type: none"> But their significance can be over-stated. 		
	<p>AO2</p> <p>Candidates assess the importance of parliamentary by-elections using the knowledge required for AO1.</p> <p>Such a discussion should cover some of the following:</p> <ul style="list-style-type: none"> the frequency of by-elections (or lack of it); their function of simply replacing a single MP rather than choosing a new government and providing it with a mandate; or of holding the previous administration to account; the fact that a government is unlikely to lose power as the result of an adverse by-election result; and the likelihood of a low turnout and protest voting which render the outcome untypical. <p>But also:</p> <ul style="list-style-type: none"> their role as referendums on the popularity of the government (or opposition) of the day; and as portents of the future; their impact on governments with slim majorities, for example, 1992-1997, 2015-present, or facing other difficulties; their importance in choosing a replacement representative for an area; their value to third parties. 		<p>AO2 [12]</p> <p>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, range, balance and depth, but distinguish between description (AO1) and analysis (AO2). <p>L4 for candidates who assess the importance of parliamentary by-elections, typically making five or six points.</p> <ul style="list-style-type: none"> L3 for candidates who make some attempt to assess the importance of parliamentary by-elections, 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 discussion lacks range, depth or balance. Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth. Given the breadth of the question, do not expect a full, comprehensive and detailed answer, but do expect focus, range and balance.
			<p>AO3 [6]</p> <ul style="list-style-type: none"> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into

Question	Answer/Indicative content	Mark	Guidance
			<p>consideration spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> • 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 be awarded full marks.
5	<p>AO1</p> <p>Candidates display knowledge and understanding of recent trends in voting behaviour, including:</p> <ul style="list-style-type: none"> • turnout; • support for third and minor parties (votes, seats); • support for nationalist parties (votes, seats); • extent of protest and tactical voting; • voter volatility; • class alignment; • partisan alignment/party loyalty. 	30	<p>AO1 [12]</p> <p>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>
	AO2		AO2 [12]

Question	Answer/Indicative content	Mark	Guidance
	<p>Candidates discuss whether growing support for nationalist parties has been the most important trend in voting behaviour in the UK in recent years, using the knowledge required for AO1.</p> <p>Candidates must consider recent trends in support for nationalist parties, for example, in terms of votes cast and seats gained at European, national, regional and local elections. For example, in terms of votes cast, they should be aware that in the 21st century there has been:</p> <ul style="list-style-type: none"> • a significant increase in support for the SNP at general elections, (20%>50%), European elections (20%>29%) and elections for the Scottish Parliament (24% constituency/21% regional>47%/49%); • a decline in support for Plaid Cymru at general elections, (14%>12%), European elections (29% [1999] >15%) and elections for the Welsh Assembly (28%/31% [1999] > 21%/21%); • steady support for Sinn Fein in all elections (22% and 25% of votes at recent general elections, for example). <p>They should also consider the relative importance of other trends, for example:</p> <ul style="list-style-type: none"> • turnout at general elections declined steadily since 1951, but has recovered since 2001 from 59% to 66%, however, in European elections it has declined from 38% to 35%; • support for third and minor parties, including nationalists, but not the Lib Dems, in the same period has risen significantly at general elections (9% to 24%) and European elections (23% [1999] to 46%); 		<p>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, range, balance and depth, but distinguish between description (AO1) and analysis (AO2). <p>L4 for candidates who discuss whether growing support for nationalist parties has been the most important trend in voting behaviour in the UK in recent years, typically making five or six points.</p> <ul style="list-style-type: none"> • L3 for candidates who make some attempt to discuss whether growing support for nationalist parties has been the most important trend in voting behaviour in the UK in recent years, 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 discussion lacks range, depth or balance. • Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth.

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • an increase protest and tactical voting; • an increase in voter volatility; • a continued decline in class alignment; • a continued decline in partisan alignment/party loyalty. <p>Do not expect the above data to be quoted in any detail.</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 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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