



**GCE**

**Government and Politics**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2018**

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







This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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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

Question		Answer	Mark	Guidance
1	(a)	<p><b>AO1</b></p> <p>Candidates display knowledge and understanding of the main features of a pressure group, for example that they are:</p> <ul style="list-style-type: none"> <li>organised groups;</li> <li>which seek to influence the making and implementation of public policy;</li> <li>by various forms of persuasion;</li> <li>for the purpose of securing favourable decisions;</li> <li>or preventing unfavourable ones;</li> <li>but without themselves forming a government (Sources A, B and C).</li> </ul> <p>They may also choose to describe other features of pressure group such as the relative narrowness of their of aims (compared with a political party), as well as their status and methods.</p>	12	<p><b>AO1 [12]</b></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"> <li>Full marks should be awarded to candidates who are able to clearly outline the main (distinctive) features of a pressure group.</li> <li>For L4, expect three features, with examples.</li> <li>For L3, expect two features, with examples.</li> <li>For L1 and L2 expect at least one feature, with examples.</li> <li>If only one of ‘sources’ or ‘own knowledge’ is used, award up to a maximum of 8 marks.</li> </ul>
1	(b)	<p><b>AO1</b></p> <p>Candidates display knowledge and understanding of the role played by pressure groups in British democracy, for example:</p> <ul style="list-style-type: none"> <li>in providing opportunities for political participation, especially between elections (Sources A and B);</li> <li>in providing opportunities to influence government policy between elections;</li> <li>in dispersing power within the political system and preventing the dominance of any one group in society (Source A);</li> <li>in protecting minority interests;</li> <li>in forcing concerns and issues onto the political agenda which parties and governments might otherwise prefer to ignore (Source A);</li> </ul>	28	<p><b>AO1 [12]</b></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"> <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 [12]</b></p> <p>L4 (10–12) = very good/excellent  L3 (7–9) = good  L2 (4–6) = limited  L1 (0–3) = basic</p>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• in providing a check on both the executive and the legislature and counter-balancing the power of vested interests in society (Source A);</li> <li>• in improving the scrutiny and surveillance of government and therefore increasing the accountability of those in power;</li> <li>• in providing specialist information for the government;</li> <li>• in providing a 'safety-valve' for individual and collective grievances and demands (Source A).</li> </ul> <p><b>AO2</b> Candidates discuss the importance, or otherwise, of the role played by pressure groups in British democracy using the knowledge required for <b>AO1</b>.</p> <p>Such a discussion should cover a number of the roles listed above (or any others) and consider both sides of the argument.</p> <p>For example, candidates may argue that pressure groups, such as those involved in the anti-fracking movement (Source A), play an important role in British democracy by providing increased/additional opportunities for political participation and the expression of alternative views, but that people do not join organisations like the <i>National Trust</i> or <i>RSPB</i>, for example, primarily to take part in political activity (Source C).</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 the importance of the role played by pressure groups in British democracy, typically making five or six points.</li> <li>• L3 for candidates who make some attempt to discuss the importance of the role played by pressure groups in British democracy, 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, 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>

Question	Answer	Mark	Guidance
2	<p><b>AO1</b> Candidates display knowledge and understanding of party systems generally and the UK party system in particular, for example:</p> <ul style="list-style-type: none"> <li>• the main features of two-party, multi-party and dominant party systems;</li> <li>• the long-term decline in support for the two major parties, and thus of the two-party system, in terms of votes cast and seats won for the Conservative and Labour parties at European, national, regional and local elections, for example, their combined vote of 72% at the 2015 general election compared with the high-water mark of 89.5% in 1950.</li> <li>• the growth in support, in terms of votes and seats, for nationalist parties, both in regional assemblies and the House of Commons, for example, SNP winning 50/56 seats at the 2015 general election;</li> <li>• growth in support, in terms of votes and seats for UKIP in European and general and local elections, for example, winning 12.6% of the vote at the 2015 general election;</li> <li>• the collapse, in terms of seats and votes, for the Labour Party in Scotland in 2015 (lost 40/41 seats to SNP);</li> <li>• the collapse in support for the Liberal Democrats, in terms of seats and votes, at the 2015 general election (lost 49/57 seats and vote down 15%);</li> <li>• the collapse in support for UKIP at the 2017 general election (12.6%&gt;1.8%) and the 2018 local elections (123 seats &gt; 3);</li> <li>• the experience of coalition government, 2010-15.</li> </ul> <p><b>AO2</b> Candidates discuss the view that the UK still has a two-party system using the knowledge required for <b>AO1</b>.</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 the UK still has a two-party system, typically making five or six points.</li> <li>• L3 for candidates who make some attempt to discuss whether the UK still has a two-party system, 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 [6]</b> • Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>

Question	Answer	Mark	Guidance
	<p>They should consider evidence for the continued existence of a two-party system (government formation, relative dominance at general elections, agenda-setting) and for its decline (coalition government, small majorities, votes cast and seats won at European, national regional and local elections).</p>		<ul style="list-style-type: none"> <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 necessarily be awarded full marks.</li> </ul>
3	<p><b>AO1</b> Candidates display knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• the various electoral systems currently operating in the UK (European, national, regional, local), including, the qualifications to stand, qualifications to vote, campaigns, funding, method of voting, method of determining winners etc.;</li> <li>• the results/outcomes of recent elections;</li> <li>• recent reforms, for example, fixed-term parliaments;</li> <li>• possible further reforms, for example, lowering the voting age, reducing the number of MPs, changing the voting system(s) used, e-voting, ID requirements to vote, deposit etc.</li> </ul> <p><b>AO2</b> Candidates discuss whether there is strong case for further electoral reform in the UK using the knowledge required for <b>AO1</b>.</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 there is a strong case for further electoral reform in the UK, typically making five or six points.</li> </ul>

Question	Answer	Mark	Guidance
	<p>They may do so by discussing the alleged weaknesses of current systems or the supposed benefits of proposed reforms, but either way they should provide a balanced assessment.</p> <p>Candidates who focus entirely on electoral systems may still reach L4.</p>		<ul style="list-style-type: none"> <li>• L3 for candidates who make some attempt to discuss whether there is a strong case for further electoral reform 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>• The question applies to electoral reform in any part/all parts of the UK, but candidates who restrict themselves to elections for Westminster can still reach L4.</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 <b>quality</b> of written communication – legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.</li> </ul> </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>



Question	Answer	Mark	Guidance
4	<p><b>AO1</b> Candidates display knowledge and understanding of the current qualifications to vote in elections to the Commons i.e. to be entitled to vote you must be:</p> <ul style="list-style-type: none"> <li>• be registered;</li> <li>• 18 years of age or over on polling day</li> <li>• be a British, Irish or qualifying Commonwealth citizen</li> <li>• be resident at an address in the UK (or a UK citizen living abroad who has been registered to vote in the UK in the last 15 years)</li> <li>• not be legally excluded from voting.</li> </ul> <p>You cannot vote if you are:</p> <ul style="list-style-type: none"> <li>• a member of the House of Lords;</li> <li>• a EU citizen (other than UK, Republic of Ireland, Cyprus and Malta) resident in the UK;</li> <li>• anyone other than British, Irish and qualifying Commonwealth citizens;</li> <li>• a convicted person detained in pursuance of their sentences, excluding contempt of court (though remand prisoners, unconvicted prisoners and civil prisoners can vote if they are on the electoral register);</li> <li>• anyone found guilty within the previous five years of corrupt or illegal practices in connection with an election.</li> </ul> <p>UK citizens living abroad and eligible to vote in UK can vote in Parliamentary general elections if they have been registered to vote in the UK in the last 15 years.</p> <p><b>AO2</b> Candidates discuss whether the qualifications to vote in elections to the Commons should be reformed using the knowledge required for <b>AO1</b>.</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 (AO1) and analysis (AO2).</li> <li>• L4 for candidates who discuss whether the qualifications to vote in elections to the Commons should be reformed, typically making five or six points.</li> <li>• L3 for candidates who make some attempt to discuss whether the qualifications to vote in elections to the Commons should be reformed, 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>• Given the number of possible criticisms, what is required is a sufficiency of points rather than a comprehensive analysis.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul>

Question	Answer	Mark	Guidance
	<p>They may, for example, consider arguments for and against lowering the voting age (NB Scottish referendum), extending the vote to more prisoners, removing the (reciprocated) rights of Irish citizens to vote.</p> <p>Reponses that which concentrate entirely on lowering the voting age can still reach L4 if handled well.</p>		<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 necessarily be awarded full marks.</li> </ul>
5	<p><b>AO1</b> Candidates display knowledge and understanding of the main factors, both long and short-term, said to influence voting behaviour and, in particular, of the role of party leadership (though they may interpret this as ‘party leader’).</p> <p><b>AO2</b> Candidates discuss the view that party leadership is the most important factor influencing voting behaviour using the knowledge required for <b>AO1</b>.</p> <p>They should consider the impact, and therefore, importance of, for example, leadership/leader image, popularity, both collective and individual, unity, perceived competence etc., using recent examples to support their</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>

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	<p>arguments.</p> <p>They should also consider a range of other factors, both long-term and short-term.</p> <p>The question refers to voting behaviour so examples and analysis drawn from referendums and elections other than general elections are valid.</p>		<ul style="list-style-type: none"> <li>• Reward focus, range and depth but distinguish between description (AO1) and analysis (AO2).</li> <li>• L4 for candidates who discuss the view that party leadership is the most important factor in influencing voting behaviour, typically making five or six points.</li> <li>• L3 for candidates who make some attempt to discuss the view that party leadership is the most important factor in influencing voting behaviour, 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 [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 necessarily be awarded full marks.</li> </ul>

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