



GCE

Government and Politics

Advanced Subsidiary GCE

Unit F851: Contemporary Politics of the UK

Mark Scheme for January 2013

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

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

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Annotations

Annotation	Meaning
	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

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Question			Answer	Marks	Guidance
1	(a)	(i)	<p>AO1 Candidates display knowledge and understanding of what is meant by a pressure group and a party along the lines that it is an organised group which seeks to influence the making and implementation of public policy by various forms of persuasion but without itself forming a government (Source A) or an organised group which has as one of its purposes the exercise of influence (or 'pressure') on political institutions for the purpose of securing favourable decisions or preventing unfavourable ones (Source A).</p>	6	<p>AO1 [6] L4 (6) = very good/excellent L3 (4–5) = good L2 (3) = limited L1 (0–2) = basic</p> <ul style="list-style-type: none"> To gain full marks candidates need to provide a range of distinctive features with examples. If only one of 'sources' or 'own knowledge' is used, award up to a maximum of 4 marks.
	(a)	(ii)	<p>AO1 Candidates display knowledge and understanding of what is meant by a party along the lines that it is an organised group made up of members who subscribe to some common set of values or policies which has as its fundamental aim the attainment of political power and public office by winning elections (Source A).</p>	6	<p>AO1 [6] L4 (6) = very good/excellent L3 (4–5) = good L2 (3) = limited L1 (0–2) = basic</p> <ul style="list-style-type: none"> To gain full marks candidates need to provide a range of distinctive features with examples. If only one of 'sources' or 'own knowledge' is used, award up to a maximum of 4 marks.
	(b)		<p>AO1 Candidates display knowledge and understanding of pressure groups and in particular their:</p> <ul style="list-style-type: none"> nature; role; methods; influence; success; ubiquity. 	28	<p>AO1 [12] 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"> 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.

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Question	Answer	Marks	Guidance
	<p>AO2 Candidates discuss the extent to which criticisms of pressure groups are justified using the knowledge required for AO1.</p> <p>Such discussion should cover some of the following. Criticism (and defence) of:</p> <ul style="list-style-type: none"> • their methods, especially, but not only, the illegal (Source B); • their influence, especially of insider groups; • their alleged undermining of the parliamentary process; • their secrecy; • the under-representation of certain interests and sections of society; • their ubiquity; • their undemocratic organisation; • their sectional nature; • their negativity. <p>Alternatively, candidates may adopt a more conceptual/ideological approach employing elitist, pluralist, New Right etc perspectives.</p>		<p>AO2 [12] 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); • L4 for candidates who discuss the extent to which criticisms of pressure groups are justified, typically making five or six points; • L3 for candidates who make some attempt to discuss the extent to which criticisms of pressure groups are justified, 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; • Credit candidates who are able to use contemporary examples.

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Question	Answer	Marks	Guidance
			<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 necessarily be awarded full marks.

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Question	Answer	Marks	Guidance
2	<p>AO1 Candidates display knowledge and understanding of:</p> <ul style="list-style-type: none"> • democracy; • the role of political parties in a democracy, eg providing a means of participation in the political system; • the role of political parties in the UK, eg organising government. <p>AO2 Candidates discuss the view that parties are essential to democracy in the UK using the knowledge required for AO1.</p> <p>Such a discussion should cover some of the following. The role of parties in:</p> <ul style="list-style-type: none"> • encouraging participation; • aggregating and articulating interest; • providing choice at elections; • organising government; • scrutinising government; • providing accountability; • educating the public. 	30	<p>AO1 [12] 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"> • Credit candidates who are able to use contemporary examples. <p>AO2 [12] 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, balance, range and depth but distinguish between description (AO1) and analysis (AO2); • L4 for candidates who are able to discuss whether parties are essential to democracy in the UK, typically making five or six points; • L3 for candidates who make some attempt to discuss whether parties are essential to democracy in the UK, 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 explanation lacks range, depth or balance; • Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth; • To reach the higher levels, candidates must consider both sides of the argument; • Credit candidates who are able to use contemporary examples.

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Question	Answer	Marks	Guidance
			<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 necessarily be awarded full marks.

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Question	Answer	Marks	Guidance
3	<p>AO1 Candidates display knowledge and understanding of party list systems, both open and closed.</p> <p>AO2 Candidates discuss the view that a party list system should be used to elect MPs using the knowledge required for AO1.</p> <p>Such a discussion should cover the strengths and weaknesses of party list systems, for example, fairer or more proportionate relationships between votes and seats but the inability of voters to choose between candidates of the same party (closed list systems), reduced accountability and the increased likelihood of coalition and minority governments. They may also consider the strengths and weakness of the current system, for example, the value of the constituency link but unrepresentative outcomes.</p>	30	<p>AO1 [12] 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"> • Credit candidates who are able to use contemporary examples. <p>AO2 [12] 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, balance, range and depth but distinguish between description (AO1) and analysis (AO2); • L4 for candidates who are able to discuss whether a party list should be used to elect MPs, typically making five or six points; • L3 for candidates who make some attempt to discuss whether a party list should be used to elect MPs, 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; • The question is clearly focused on party list systems; other alternatives to FPTP can be considered – ‘A better system would be’ - but should not dominate. • To reach the higher levels, candidates must consider both sides of the argument; • Credit candidates who are able to use contemporary examples.

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Question	Answer	Marks	Guidance
			<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 necessarily be awarded full marks.

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Question	Answer	Marks	Guidance
4	<p>AO1 Candidates display knowledge and understanding of:</p> <ul style="list-style-type: none"> • parliamentary by-elections, when and how they occur, and their nature. <p>AO2 Candidates discuss the view that by-elections for the House of Commons are of little importance using the knowledge required for AO1.</p> <p>Such a discussion should cover some of the following:</p> <ul style="list-style-type: none"> • their infrequency; • 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 supposed referendums on the popularity of the government of the day; • and as portents of the future (and one more nail in the coffin of a government in crisis); • their importance in choosing a replacement representative for an area; • their value to third parties. 	30	<p>AO1 [12] 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"> • Credit candidates who are able to use contemporary examples. <p>AO2 [12] 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, balance, range and depth but distinguish between description (AO1) and analysis (AO2); • L4 for candidates who are able to discuss whether parliamentary by-elections are of little importance, typically making five or six points; • L3 for candidates who make some attempt to discuss whether parliamentary by-elections are of little importance, 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; • To reach the higher levels, candidates must consider both sides of the argument, but do not expect a 50:50 split. Candidates who make at least some reference to the importance of by-elections should be able to reach the top of L3; • Credit candidates who are able to use contemporary examples.

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Question	Answer	Marks	Guidance
			<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 necessarily be awarded full marks.

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Question	Answer	Marks	Guidance
5	<p>AO1 Candidates display knowledge and understanding of factors and/or models traditionally associated with voting behaviour:</p> <ul style="list-style-type: none"> • factors: short-term eg campaign, party policy, issues, party leaders, party and leader image, the media, government/party performance (recent and expected) etc; long-term eg class, age, ethnicity, etc; • models: social structures, party identification, rational choice, dominant ideology, voting context; • current trends in voting behaviour, for example, as displayed in the 2010 election. <p>AO2 Candidates discuss the view that it is party policies that now determine how people vote at general elections using the knowledge required for AO1.</p> <p>Such a discussion should cover:</p> <ul style="list-style-type: none"> • the supposed influence of party policy on the way people vote (rationality, self-interest) in recent elections; • but also the limits to party policy as an explanation, eg the electorate's lack of knowledge of specific policies at particular elections; • and alternative explanations, ie other factors and/or models in recent elections. 	30	<p>AO1 [12] 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"> • Credit candidates who are able to use contemporary examples. <p>AO2 [12] 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, balance, range and depth but distinguish between description (AO1) and analysis (AO2); • L4 for candidates who are able to discuss whether party policies now determine how people vote at general elections, typically making five or six points; • L3 for candidates who make some attempt to discuss whether party policies now determine how people vote at general 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 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;

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Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"> • To reach the higher levels, candidates must consider both sides of the argument but do not expect a 50:50 split. If well done, a paragraph on the value of rational choice theory, another on its limitations plus an assessment of alternative explanations should be into L4; • However, focus is the key: simple descriptions of various models without any attempt to evaluate them or to answer the question should not get above a low L3 for AO2 (though higher for AO1); • Credit candidates who are able to use contemporary examples. <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 necessarily 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.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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