

Government and Politics

Advanced Subsidiary GCE

Unit **F852**: Contemporary Government of the UK

Mark Scheme for June 2012

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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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Annotations

Annotation	Meaning
	Unclear
	Wrong
	Correct/good. Page seen
	Source (use of source in Q1a and Q1b)
	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
	Spelling/Punctuation/Grammar/QWC

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, examiners must use both this mark scheme and the Assessment Matrix (see Appendix 1).

Examiners should refer to the OCR booklet *Instructions to Examiners* for details of all administrative procedures.

General Marking Instructions

Broadly speaking, and depending on the question, examiners should look for:

- a balanced and well-focussed answer;
- which correctly identifies a number and range of relevant and important factors;
- in detail;
- and communicates these clearly in a logical, fluent and coherent style;
- containing few, if any, errors of grammar, punctuation and spelling.

Examiners should also credit answers which display knowledge and understanding of:

- current examples;
- political concepts, theories and language;
- other political systems including the EU;
- parallels, connections, similarities and differences.

The Mark Scheme

The mark scheme provides an indication of a range of points which might be made, however, because of the nature of the subject, it cannot be regarded as complete and individual examiners are expected to use their professional judgement and the guidance provided at the standardisation meeting.

Examiners who have any concerns about an individual script should contact the Principal Examiner immediately.

The Assessment Matrix

For each of the assessment objectives the Assessment Matrix sets out the principal characteristics of each level of performance.

Assessment Objectives 1 and 2

Award marks as follows:

Level	Descriptor	Mark Range
4	very good/excellent	10-12
3	good	7-9
2	limited	4-6
1	basic	0-3

Assessment Objective 3

- Credit the ability to communicate fluently, coherently, using specialist vocabulary, taking into consideration spelling, grammar and punctuation.
- Where a full length answer is provided
 - Half the marks should be used to credit the ability to construct clear explanations and to communicate these in a clear, structured manner, making use of the appropriate vocabulary
 - Half the marks should be used to credit spelling, grammar and punctuation.
- Where answers are short, examiners must use their judgement: a very short answer which meets the above criteria should not necessarily be awarded full marks for AO3.
- Care must be taken not to penalise candidates for stylistic failings twice over, under AO2 and AO3.

Question		Answer	Mark	Guidance
1	(a)	<p>AO1: Expect knowledge of the process by which Parliament (NB Parliament - so the Lords should be covered) makes laws.</p> <p>Knowledge of the Queen's speech and its role should be rewarded, but is not essential. The various readings and their importance should be there, as well as the committee/report stages. Credit those who show knowledge of the different role of the Lords in the process, as well as royal assent. Credit those who describe the role of the executive in the process, but it should not be a major part of the answer. Those who mention the different process for Private Members Bills should also get full credit.</p> <p>The source gives various hints, ranging from the role of the executive in drafting the Queen's speech to the role of the Lords. The second source does mention committees, which might at least help with its spelling.</p>	12	<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 sources/own knowledge is used, it is unlikely that candidates will get beyond L3. • No House of Lords – max L2

Question		Answer	Mark	Guidance
1	(b)	<p>AO1: The sources suggest several points, such as the opposition whips and shadow leaders in Source A, and their legislative and debate opportunities as well as select committee roles in Source B.</p> <p>Other opportunities could be on general committees, as well as questions, utilisation of the ombudsman and the delaying opportunities in the Lords. The important role given to the opposition might be seen as highly formal and symbolic, but with limited substance. Credit examples, preferably recent ones, where the opposition have succeeded in raising important issues which have forced the government to act.</p>	28	<p>AO1 [12]: L4 (10-12) = very good/excellent L3 (7-9) = good L2 (4-6) = limited L1 (0-3) = basic</p>
		<p>AO2: Expect a balanced discussion, looking at the case for, raising issues about shadow ministers and key roles on select committees such as public accounts.</p> <p>Credit those who really work on the word 'important' and try and argue a clear case each way. Some may argue that the role is purely symbolic and the opposition has limited opportunity to do anything more than posture and prepare for government, but others may argue that they have not only an important symbolic role, but offer an argument which stresses their attainments. Obviously the way in which the coalition develops may have a substantial impact on possible answers.</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"> • L4 answers should be clearly focussed on the role of the opposition in parliament and show a clear attempt at a balanced analysis. • L3 answers should show some balance and reasonable focus. • Maximum L3 for a totally one sided (however good) approach. • Maximum L2 for answers which lack balance/focus/range or depth. • Credit candidates who are able to use contemporary examples.
				<p>AO3 [4]: See Assessment Objective 3 on page 6.</p>

Question	Answer	Mark	Guidance
2	<p>AO1: Expect information on changes to powers, limits to powers, the impact of coalition and having a Deputy from another party, the relationship with the Cabinet, the relationship with the party and with Parliament and the media. Credit those who are able to utilise examples to illustrate changes, or lack of changes, when comparing with Blair and Brown. There should be coverage of the basic powers such as the appointment and dismissal of ministers, control over the strategic development of the government, and also the relationship between Prime Minister, party and Parliament.</p> <p>AO2: Expect discussion of the 'extent'.</p> <p>There needs to be balance. Comments expected on whether changes, if any, look like being temporary. Issues such as whether the office has been weakened, forced to become more consensual, strengthened etc are to be expected. Reference to pre 1997 Prime Ministers can be used for contrast purposes.</p>	30	<p>AO1 [12]: L4 (10-12) = very good/excellent L3 (7-9) = good L2 (4-6) = limited L1 (0-3) = basic</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"> • L4 answers should be clearly focussed on the office of the Prime Minister and the extent to which it has changed under Cameron and show a clear attempt at a balanced analysis. • L3 answers should show some balance and reasonable focus. • Maximum L3 for a totally one sided (however good) approach. • Maximum L2 for answers which lack balance/focus/range or depth. • Credit candidates who are able to use contemporary examples. <p>AO3 [6]: See Assessment Objective 3 on page 6.</p>

Question	Answer	Mark	Guidance
3	<p>AO1: Expect knowledge and understanding of the differences between a written and an unwritten constitution, as well as what having a written constitution entails. The way in which the UK constitution has evolved and can be readily changed and how the executive can easily change the constitution are points which could be made. The CRA is an excellent example.</p> <p>AO2: The standard case for retaining the current unwritten one is:</p> <ul style="list-style-type: none"> • It works well, it is flexible and people are comfortable with it. • There is limited or no demand for change. • Lack of agreement on what might replace it. • No consensus of what might go into new one. • Loss of flexibility. • Problems of changing it, eg the US. <p>Case for change:</p> <ul style="list-style-type: none"> • As suggested, it might limit executive power. • Awareness of roles - who should do what. • Updating constitution - getting rid of archaic parts such as the hereditary principle. • End the odd system whereby the theoretical underlying principles such as the separation of powers simply don't happen. • Knowledge of citizens rights, liberties and duties <p>Balance can come either from hierarchy of advantages or as above. If they prioritise, with reasons, that is good AO2.</p>	30	<p>AO1 [12]: L4 (10-12) = very good/excellent L3 (7-9) = good L2 (4-6) = limited L1 (0-3) = basic</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"> • L4 answers should be clearly focussed on the constitution and show a clear attempt at a balanced analysis. • L3 answers should show some balance and reasonable focus. • Maximum L3 for a totally one sided (however good) approach. • Maximum L2 for answers which lack balance/focus/range or depth. • Credit candidates who are able to use contemporary examples. <p>AO3 [6]: See Assessment Objective 3 on page 6.</p>

Question	Answer	Mark	Guidance
4	<p>AO1: Expect awareness of the usual methods by which citizens can obtain redress of grievances, such as through their MP/MEP/Councillor, ombudsmen, administrative tribunals, pressure groups, judicial review/the courts, Parliament and the media. Credit those who give recent and relevant examples. Those who focus too much on rights and liberties, 'redress' may only have limited relevance.</p>	30	<p>AO1 [12]: L4 (10-12) = very good/excellent L3 (7-9) = good L2 (4-6) = limited L1 (0-3) = basic</p>
<p>AO2: Expect comments on the relative merits and demerits of the methods/avenues suggested above. Issues such as cost, time, accessibility, limits to the powers of ombudsmen etc could all be considered. For higher levels expect overview as well as comments on specific methods. Credit those who really think about 'how effectively' and what 'effective' redress is.</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"> • L4 answers should be clearly focussed on the redress of grievances and show a clear attempt at a balanced analysis. • L3 answers should show some balance and reasonable focus. • Maximum L3 for a totally one sided (however good) approach. • Maximum L2 for answers which lack balance/focus/range or depth. • Credit candidates who are able to use contemporary examples. 		
	<p>AO3 [6]: See Assessment Objective 3 on page 6.</p>		

Question	Answer	Mark	Guidance
5	<p>AO1: Expect knowledge and understanding on the ways in which membership of the EU has impacted on the UK. Expect coverage of areas such as the relationship between Brussels and London, the executive, legislature and judiciary. Issues such as sovereignty and where decisions are taken, the 'democratic deficit', the impact on parties and party politics and the rise of UKIP/BNP. The hostile attitude of so much of the media is also a valid point.</p>	30	<p>AO1 [12]: L4 (10-12) = very good/excellent L3 (7-9) = good L2 (4-6) = limited L1 (0-3) = basic</p>
	<p>AO2: Expect a good range of reasons, and there is a wide possible range of them, including sheer ignorance, traditional xenophobia, playing for political advantage, a hostile and self interested media anxious to avoid EU regulation and traditional nationalism. Candidates who are able to give a reasoned explanation and rise above the euro-rants should be given full credit. There are further issues which could be considered such as sovereignty, federalism, the general rise of supranationalism and centralisation.</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"> • L4 answers should be clearly focussed on EU membership and the divisive issues which have arisen out of it and show a clear attempt at a balanced analysis. • L3 answers should show some balance and reasonable focus. • Maximum L3 for a totally one sided (however good) approach. • Maximum L2 for answers which lack balance/focus/range or depth. • Credit candidates who are able to use contemporary examples.
			<p>AO3 [6]: See Assessment Objective 3 on page 6.</p>

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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