

# **Government and Politics**

Advanced Subsidiary GCE

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

## **Mark Scheme for January 2013**

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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<br>(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)   |
|  | Spelling/QWC  |
|  | Case for  |
|  | Case against  |
|  | 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 end).

**Assessment objectives 1 and 2**

Award marks as follows:

| <b>Level</b> | <b>Descriptor</b>   | <b>Mark Range</b> |
|--------------|---------------------|-------------------|
| <b>4</b>     | very good/excellent | 10–12             |
| <b>3</b>     | good                | 7–9               |
| <b>2</b>     | limited             | 4–6               |
| <b>1</b>     | 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 necessarily be awarded full marks.

| Question |                    | Answer   | Marks | Guidance  |
|----------|--------------------|--|-------|---|
| 1        | (a)<br>(i)<br>(ii) | <p><b>AO1</b><br/>Candidates will display knowledge and understanding of the main features of the membership of both the House of Commons (i) and the House of Lords (ii).</p> <p>The sources mention several features:</p> <ul style="list-style-type: none"> <li>• % of women</li> <li>• % of graduates</li> <li>• % privately educated</li> <li>• retention of hereditary element in Lords.</li> </ul> <p>Other features might include:</p> <ul style="list-style-type: none"> <li>• background of members</li> <li>• ethnic minorities</li> <li>• absence of 'manual' workers</li> <li>• Bishops</li> <li>• 'professional' politicians</li> <li>• regional factors</li> <li>• Etonians.</li> </ul> | 12    | <p><b>AO1 [12]</b><br/>L4 (10–12) = very good/excellent<br/>L3 (7–9) = good<br/>L2 (4–6) = limited<br/>L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>• Mark out of 6 for House of Commons (i) and 6 for House of Lords (ii), but credit factors which affect both.</li> <li>• Do not expect great detail.</li> <li>• For L4, expect three key features.</li> <li>• For L3, expect two key features.</li> <li>• For L1 and L2 expect at least one key feature.</li> <li>• If only one of 'sources' or 'own knowledge' is used, award up to a maximum of 4 marks for (i) and 4 marks for (ii).</li> </ul> |
|          | (b)                | <p><b>AO1</b><br/>NB The House of Commons. Candidates will display knowledge and understanding of possible reforms to the House of Commons.</p> <p>The sources suggest the following points:</p> <ul style="list-style-type: none"> <li>• a more 'representative' membership</li> <li>• expenses/pay and conditions</li> <li>• hours/'family friendly' factors</li> <li>• role of MPs</li> <li>• Whips' control</li> <li>• executive domination</li> <li>• look after constituents' interests.</li> </ul>  | 28    | <p><b>AO1 [12]</b><br/>L4 (10–12) = very good/excellent<br/>L3 (7–9) = good<br/>L2 (4–6) = limited<br/>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   | Marks | Guidance   |
|----------|--|-------|--|
|          | <p>Other factors might include:</p> <ul style="list-style-type: none"> <li>• developing any or all of the above in more detail</li> <li>• recall/changing electoral system</li> <li>• powers over legislation and policy</li> <li>• ending executive domination of the agenda</li> <li>• more Private Members' legislation</li> <li>• single chamber</li> <li>• committee reforms</li> <li>• changes to legislative procedure</li> <li>• fixed term parliaments.</li> </ul> <p><b>AO2</b></p> <p>Candidates should have a clear view of what they feel is the most needed reform of the House of Commons (NB it is just the House of Commons).</p> <p>There should be reasons given for their choice and other possible reforms should be considered. Several possible reforms are mentioned in the Sources. Reasons why their choice is more important than others or reasons why others are less important should be credited.</p> |       | <p><b>AO2 [12]</b></p> <p>L4 (10–12) = very good/excellent<br/> L3 (7–9) = good<br/> L2 (4–6) = limited<br/> L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>• Reward focus, balance, range and depth but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• L4 for candidates who have a specific reform in mind, have valid reasons for choosing it, yet consider others effectively.</li> <li>• L3 for candidates who make a reasonable attempt at choosing one reform and still have balance and alternatives.</li> <li>• Maximum bottom L3/top L2 for answers that provide some/limited explanation, or where such explanation 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> </ul> |

| Question | Answer | Marks | Guidance  |
|----------|--------|-------|---|
|          |        |       | <ul style="list-style-type: none"> <li>• To reach the higher levels, candidates must consider both sides of the argument, but given the nature of the question, do not expect too much detail.</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   | Marks | Guidance   |
|----------|--|-------|--|
| 2        | <p><b>AO1</b><br/>Candidates will display knowledge and understanding of the powers of the executive – as a whole.</p> <p>Such powers might include:</p> <ul style="list-style-type: none"> <li>• all those normally attributed to the Prime Minister, such as: <ul style="list-style-type: none"> <li>– appointment and dismissal</li> <li>– decision taking</li> <li>– emergency powers.</li> </ul> </li> </ul> <p>In addition the powers of the:</p> <ul style="list-style-type: none"> <li>• Cabinet</li> <li>• Ministers</li> <li>• Civil Service etc need to be considered.</li> <li>• EU may be considered</li> </ul> <p><b>AO2</b><br/>The best will consider the ‘too much’ aspect of the question and think about what might be the ‘right’ amount of power for an executive. Factors which might be considered when arguing that the executive has too much power might be:</p> <ul style="list-style-type: none"> <li>• domination of the legislature</li> <li>• the ability to change the constitution</li> <li>• too much influence over the judiciary</li> <li>• factors relating to the EU-democratic deficit</li> <li>• unrepresentative membership.</li> </ul> <p>Factors ‘against’ might include</p> <ul style="list-style-type: none"> <li>• range of checks – HRA, membership of EU, legislature, judicial review, implications of coalition, devolved power</li> <li>• arguing that the executive does not have sufficient power to implement what is expected of it.</li> </ul> | 30    | <p><b>AO1 [12]</b><br/>L4 (10–12) = very good/excellent<br/>L3 (7–9) = good<br/>L2 (4–6) = limited<br/>L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <p><b>AO2 [12]</b><br/>L4 (10–12) = very good/excellent<br/>L3 (7–9) = good<br/>L2 (4–6) = limited<br/>L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>• Reward focus, balance, range and depth but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• L4 for candidates who are able to consider the ‘too much’ or ‘too little’ aspect of the debate and produce a balanced argument which covers the executive as a whole and not just – for example – the prime minister.</li> <li>• L3 for candidates who make some attempt to consider the ‘too much’ aspect of the question typically making three or four points, even if an answer has to be inferred.</li> </ul> |

| Question | Answer | Marks | Guidance   |
|----------|--------|-------|--|
|          |        |       | <ul style="list-style-type: none"> <li>• Maximum bottom L3/top L2 for answers that provide some/limited assessment, or where such explanation 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 the higher levels, candidates must consider both sides of the argument.</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> |

| Question | Answer   | Marks | Guidance  |
|----------|--|-------|---|
| 3        | <p><b>AO1</b><br/>Candidates will display knowledge and understanding of most of the sources of the UK constitution. The main ones to be considered are:</p> <ul style="list-style-type: none"> <li>• royal prerogatives</li> <li>• convention</li> <li>• common law</li> <li>• statutes</li> <li>• works of authority</li> <li>• membership of the EU etc.</li> </ul> <p><b>AO2</b><br/>Candidates will identify what they feel is the most important source/sources and argue a case each way. There needs to be reasons given why the chosen source/s is the most important and reasons given why others have fewer claims. Certainly a case could be made for arguing that statute law has a valid claim to being the most important. Give particular credit to those who show awareness of the increasing influence of the EU on the constitution. Obviously there is no 'right' answer and candidates should consider all sources.</p> | 30    | <p><b>AO1 [12]</b><br/>L4 (10–12) = very good/excellent<br/>L3 (7–9) = good<br/>L2 (4–6) = limited<br/>L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <p><b>AO2 [12]</b><br/>L4 (10–12) = very good/excellent<br/>L3 (7–9) = good<br/>L2 (4–6) = limited<br/>L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>• Reward focus, balance, range and depth but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• L4 for candidates who are able to argue a clear case for one or more sources and also give valid reasons why the others are less important.</li> <li>• L3 for candidates who make some attempt to prioritise the sources, 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 assessment, or where such explanation 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 the higher levels, candidates must consider both sides of the argument.</li> </ul> |

| Question | Answer | Marks | Guidance   |
|----------|--------|-------|--|
|          |        |       | <ul style="list-style-type: none"> <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> |

| Question | Answer   | Marks | Guidance   |
|----------|--|-------|--|
| 4        | <p><b>AO1</b><br/>Candidates display knowledge and understanding of the institutions who have a role to play in defending rights and liberties in the UK, for example:</p> <ul style="list-style-type: none"> <li>• the judiciary/courts/legal system generally plus European Courts</li> <li>• parliament/MPs etc</li> <li>• media</li> <li>• pressure groups</li> <li>• local bodies such as councillors/CAB etc</li> <li>• admin tribunals/public enquiries etc</li> <li>• the executive</li> <li>• as well as awareness of what rights and liberties are.</li> </ul> <p><b>AO2</b><br/>Candidates discuss the role of the judiciary in defending the rights and liberties of citizens in the UK. There needs to be awareness of its strengths and weaknesses in this respect, and issues such as accessibility and cost might be considered. There needs also to be a review of other 'defenders' such as Parliament/MPs, councillors etc and a case made out for either considering these as more important – or not. Expect at least three or four of the other defenders to be considered and evaluated in this context. A recognisable case has to be made out, one way or the other.</p> <p>But also:</p> <ul style="list-style-type: none"> <li>• the importance of other factors listed in <b>AO1</b>.</li> </ul> | 30    | <p><b>AO1 [12]</b><br/>L4 (10–12) = very good/excellent<br/>L3 (7–9) = good<br/>L2 (4–6) = limited<br/>L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <p><b>AO2 [12]</b><br/>L4 (10–12) = very good/excellent<br/>L3 (7–9) = good<br/>L2 (4–6) = limited<br/>L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>• Reward focus, balance, range and depth but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• L4 for candidates who are able to make a good case for/against the judiciary and then evaluate the claims of at least three other factors.</li> <li>• L3 for candidates who make some attempt to prioritise the defenders, 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 explanation 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> </ul> |

| Question | Answer | Marks | Guidance   |
|----------|--------|-------|--|
|          |        |       | <ul style="list-style-type: none"> <li>• To reach the higher levels, candidates must consider both sides of the argument.</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> |

| Question | Answer  | Marks | Guidance   |
|----------|---|-------|--|
| 5        | <p><b>AO1</b><br/>Candidates will indicate the ways in which membership of the EU impacts on the government of the UK. For those who blur the distinction between government and constitution, tolerance should be given, although there should be awareness of the distinction between the two. Factors which might be considered are:</p> <ul style="list-style-type: none"> <li>• parliament</li> <li>• the executive as a whole</li> <li>• judiciary/legal system</li> <li>• pressure groups</li> <li>• political parties (see them as part of government)</li> <li>• the constitution</li> <li>• how the EU impacts on the rights of UK citizens.</li> </ul> <p>Be tolerant to those who look at the economy, as some of that can be seen as impacting on government.</p> <p>As always look at the heavy handed criticisms of the EU to check whether there is anything on impact in there – immigration, as some claim here for example.</p> <p><b>AO2</b><br/>The main focus of the answer should be on explanation. Candidates who widen the question and consider whether the impact on government is significant or otherwise should of course be credited. Comment on the ‘depth’ of impact should also be credited.</p> | 30    | <p><b>AO1 [12]</b><br/>L4 (10–12) = very good/excellent<br/>L3 (7–9) = good<br/>L2 (4–6) = limited<br/>L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <p><b>AO2 [12]</b><br/>L4 (10–12) = very good/excellent<br/>L3 (7–9) = good<br/>L2 (4–6) = limited<br/>L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>• Reward focus, balance, range and depth but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• L4 for candidates who are able to explain with clarity the impact on government (including constitution if need be), typically making five or six points.</li> </ul> |

| Question | Answer | Marks | Guidance  |
|----------|--------|-------|---|
|          |        |       | <ul style="list-style-type: none"> <li>• L3 for candidates who make some attempt to explain the impact , showing awareness of the scale of impact.</li> <li>• Maximum bottom L3/top L2 for answers that provide some/limited discussion, or where such explanation 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 the higher levels, candidates must consider both sides of the argument.</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> |

## 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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