

# **Government and Politics**

Advanced Subsidiary GCE

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

## **Mark Scheme for June 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 (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) (i) (ii)	<b>AO1</b> Candidates will outline what each convention is and how it works in practice. Examples are provided in Sources A and C while B also assists with explanation. There should be real awareness of the main features of both and for individual ministerial responsibility, awareness of the 'personal' and 'professional' divide.	12 [6+6]	<b>AO1 [12]</b> L4 (5–6) = very good/excellent L3 (4) = good L2 (2–3) = limited L1 (0–1) = basic <ul style="list-style-type: none"> <li>• Mark out of 6 for collective (i) and 6 for individual (ii)</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)	<b>AO1</b> While the focus of Question 1(a) should be on the features, here there needs to be more evidence of what the conventions are. The two aspects of IMR need to be there, as does the extent of CCR and who it applies to. Credit those who have recent examples other than those given in the sources.  <b>AO2</b> The focus of the answer should be on importance. Each factor should be treated separately and there should be evidence that both have been weighed up and analysed. Candidates who prioritise and argue that one is more important than the other and have valid reasons should be credited. Awareness of the role that both play is looked for.	28	<b>AO1 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic <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> <li>• For 11–12 marks there has to be mention of recent examples – e.g Huhne/Coalition.</li> </ul> <b>AO2 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic <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>• Coverage of one – if excellent – can go to bottom of L3. Otherwise L2 maximum.</li> <li>• L4 for candidates who discuss the importance of conventions, showing balance and typically making five or six points.</li> </ul>

Question	Answer	Marks	Guidance
	<p>It should be reasonable to expect candidates to show awareness of how the conventions might have changed with coalition.</p>		<ul style="list-style-type: none"> <li>• L3 for candidates who make some valid attempt to discuss the importance, 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 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> <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> Knowledge and understanding of the main methods by which Parliament (NB Parliament) checks the executive are required.</p> <p>There should be coverage of the House of Lords as well as the House of Commons, but coverage of the former need not be so detailed and thorough as that of the Commons.</p> <p>Factors which might be considered are:</p> <ul style="list-style-type: none"> <li>• General/Public Bill and select committees</li> <li>• debates/adjournment debates</li> <li>• questions/written and oral</li> <li>• voting/motions of no confidence</li> <li>• amendments</li> <li>• letters etc</li> <li>• working with media/pgs etc</li> <li>• factors specific to the Lords.</li> </ul> <p><b>AO2</b> A balanced case each way is looked for, where the merits of the executive checking process are reviewed, and then the flaws in it. Candidates who stop to consider what might or might not constitute an 'efficient' legislative check should be rewarded. The point that in theory there are ample checks but executive domination and the whips ensure their lack of teeth is very valid. Candidates who just focus on the Commons are unlikely to get far unless an exceptional case is made. Awareness of the implications of coalition should be expected and rewarded.</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> <ul style="list-style-type: none"> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <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, 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 assess the efficiency of both Houses in checking the executive, typically making five or six points.</li> <li>• L3 for candidates who make some attempt to assess the efficiency of the executive checking process, 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> Candidates will demonstrate knowledge and understanding of the main principles which underlie the constitution. They are:</p> <ul style="list-style-type: none"> <li>• the sovereignty of Parliament</li> <li>• the rule of law</li> <li>• the unitary state</li> <li>• the separation of powers</li> <li>• responsible government</li> <li>• flexible/uncodified</li> <li>• constitutional monarchy</li> <li>• possibly EU membership.</li> </ul> <p>Awareness of what each of these mean and a clear explanation is a requirement. There is ambiguity in the textbooks between principle – feature-characteristic, so be prepared to interpret broadly here.</p> <p><b>AO2</b> Candidates will discuss whether the rule of law is the most important underlying principle. Expect to see a balanced discussion weighing up the importance, or otherwise, of the rule of law to the constitution. Also there should be clear evidence of weighing up of the other principles. At least three of the other major ones need to be considered, if only to be dismissed. Those who bring in other factors such as the impact of membership of the EU might well deserve credit.</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> <ul style="list-style-type: none"> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <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, 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 prioritise the rule of law in the ‘principle’ hierarchy, giving valid reasons and also arguing a case for or against at least two or three others typically making five or six points.</li> <li>• L3 for candidates who make some attempt to prioritise the rule of law, considering at least two or three others in the process, 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
4	<p><b>AO1</b> Candidates display knowledge and understanding of the role of the judiciary in the UK system of government.</p> <p>The broad roles which indicate importance are:</p> <ul style="list-style-type: none"> <li>• interpretation of the law</li> <li>• administration of the law</li> <li>• judicial review</li> <li>• chair public enquiries</li> <li>• enforce EU law and ECHR</li> <li>• wider involvement in legal debates, eg in the media or in parliament</li> <li>• involvement in defending rights and liberties</li> <li>• separation of powers issues.</li> </ul> <p><b>AO2</b> There will be a balanced discussion of the increasing role and importance of the judiciary in the UK system of government. Points should be made arguing the centrality and importance of its role and also points made arguing that compared with parliament/executive they have a much more important role and possibly too dominant a one over the judiciary. The implications of the CRA of 2005 could well be discussed here if it is felt that this has raised/diminished the status of the judiciary and raised or lowered its role overall.</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> <ul style="list-style-type: none"> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <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, 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 discuss effectively the importance of the judiciary and give a clear picture of the role it plays and why it is important, typically making five or six points.</li> <li>• L3 for candidates who make some attempt to discuss the importance of the judiciary and contrasting it with the other two powers, 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> </ul>

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"> <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
5	<p><b>AO1</b> Candidates will display knowledge and understanding of the methods by which both government and citizens of the UK can influence the decision-making process of the EU.</p> <p>Factors which might be considered are:</p> <ul style="list-style-type: none"> <li>• election</li> <li>• pressure group methods</li> <li>• lobbying of MP/MEPs</li> <li>• membership of EU bodies</li> <li>• council/s</li> <li>• Commission</li> <li>• European parliament</li> <li>• ECJ</li> <li>• COREPER</li> <li>• promise of referendums.</li> </ul> <p><b>AO2</b> The focus is on explaining how both government and citizen can get involved and influence decision-making at all levels. Candidates who get involved in the merits and demerits of the various methods will of course be rewarded as will those who are able to comment effectively on the 'strength' of that influence. Candidates who are able to explain one aspect well, but treat the other (probably the citizen) as a bit of an afterthought, could get to L3. Some evidence of both needed for L4.</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> <ul style="list-style-type: none"> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <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, 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 how both government and citizen can influence the decision-making process, typically making five or six developed points.</li> <li>• L3 for candidates who make a valid attempt to explain the ways in which both can influence the decision-making process, typically making three or four points.</li> </ul>

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