

# **Government and Politics**

Advanced Subsidiary GCE

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

## **Mark Scheme for January 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
	Example. 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)
	Spelling/QWC
	Case for
	Case against
Highlight	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, examiners must use both this mark scheme and the Assessment Matrix (see Appendix 1).

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

**General Marking Instructions**

Broadly speaking, and depending on the question, examiners should 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.

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

- Where a full-length answer is provided:
  - half of the available A03 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)	<p><b>AO1:</b> Candidates display knowledge and understanding of the roles played by pressure groups in the UK, for example, in organising and representing sections of society or causes and in defending and advancing the interests of their members and the wider public (Source A and Source B).</p> <p>But also, for example, in:</p> <ul style="list-style-type: none"> <li>• increasing participation in the political system;</li> <li>• dispersing power;</li> <li>• forcing concerns and issues onto the political agenda which might otherwise be ignored and raising the visibility of non-party issues;</li> <li>• improving the scrutiny and surveillance of government and thereby increasing the accountability of those in power;</li> <li>• acting as a source of specialist information;</li> <li>• suggesting alternatives to existing policy;</li> <li>• assisting with the implementation of policy;</li> <li>• increasing political stability by providing a 'safety-valve' for individual and collective grievances and demands.</li> </ul>	12	<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>• Full marks should be awarded to candidates who are clearly able to outline the roles played by pressure groups. As a general guide: <ul style="list-style-type: none"> <li>- For L4, expect four roles with examples</li> <li>- For L3, expect three roles with examples</li> <li>- For L2, expect two roles with examples</li> <li>- For L1, expect one role with examples.</li> </ul> </li> <li>• Candidates who identify more than four roles, albeit in slightly less detail, may also reach L4, depending on the quality of the points being made.</li> <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
1	<p>(b)</p> <p><b>AO1:</b> Candidates display knowledge and understanding of the role played by pressure groups and parties in the government and politics of the UK, for example in:</p> <ul style="list-style-type: none"> <li>• representing sections of society (pressure groups and parties);</li> <li>• encouraging political participation (pressure groups and parties);</li> <li>• educating the electorate (pressure groups and parties);</li> <li>• policy formulation (pressure groups and parties);</li> <li>• policy implementation (pressure groups and parties);</li> <li>• recruiting leaders (parties);</li> <li>• organising government (parties).</li> </ul> <p><b>AO2:</b> Candidates discuss whether pressure groups are more important than parties using the knowledge required for <b>AO1</b>. In doing so, candidates might consider some of the following:</p> <ul style="list-style-type: none"> <li>• the different nature of pressure groups and parties;</li> <li>• the relative number, size and range of pressure groups and parties (Source B);</li> <li>• the different opportunities they offer for participation;</li> <li>• the extent to which they represent society in general or sections of it;</li> <li>• their relative financial resources (Source B);</li> <li>• their differing roles in policy formulation;</li> <li>• their differing roles in educating the electorate;</li> <li>• the role of parties in forming governments and choosing leaders;</li> <li>• the role of parties in organising government.</li> </ul>	28	<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>• If only one of ‘sources’ or ‘own knowledge’ is used, award up to a maximum of 8 marks.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <p><b>AO2 (12):</b> 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 and balance, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• Level 4 for candidates who provide a balanced and focused discussion of whether pressure groups are more important than parties, typically making five or six points.</li> <li>• Level 3 for candidates who try to discuss whether pressure groups are more important than parties, typically making three or four points, even if the answer has to be inferred.</li> <li>• Maximum bottom Level 3/top Level 2 for answers that provide some/limited discussion, or where such discussion lacks range, depth or balance.</li> </ul>

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>• Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking in range or depth.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <p><b>AO3 (4):</b></p> <ul style="list-style-type: none"> <li>• Credit the ability to communicate 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 – 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> Candidates display knowledge and understanding of the basic values of the Conservative and Labour parties, including, for example, reference to some of the following:</p> <ul style="list-style-type: none"> <li>• the commitment of both parties to basic liberal democracy;</li> <li>• Old Labour/fundamentalism;</li> <li>• revisionism;</li> <li>• social democracy;</li> <li>• New Labour/Third Way/modernisers;</li> <li>• traditional Conservatism;</li> <li>• One Nation Conservatism;</li> <li>• Thatcherism.</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• Candidates discuss whether there is little difference in the basic values of the Conservative and Labour parties, using the knowledge required for <b>AO1</b>.</li> <li>• Expect most candidates to demonstrate that the parties are very different in their basic values by contrasting the 'extremes' of Labour and Conservative positions since 1945, for example, by comparing the core values of Old Labour – a commitment to state intervention, planning, public ownership, a welfare state, redistribution of wealth and equality – with those of Thatcherism – privatisation, deregulation, reduction of union power, lower taxation, lower public spending, importance of family and traditional institutions, patriotism, individual freedom.</li> <li>• Expect most candidates to argue that there is little difference between the parties by citing examples of the similarities between the parties under Major, Blair, Brown and Cameron, for example, their commitment to a mixed economy with a strong</li> </ul>	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 and range, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• Level 4 answers offer a balanced and focused discussion of the differences in the basic values of the Conservative and Labour parties and try to assess how large these are, typically making five or six points.</li> <li>• Level 3 for candidates who make some attempt to discuss the differences in the basic values of the Conservative and Labour parties, typically making three or four points, even if the answer has to be inferred.</li> <li>• Maximum bottom Level 3/top Level 2 for answers that provide some/limited discussion, or where such discussion lacks range, depth or balance.</li> <li>• Maximum Level 2 for candidates who provide answers</li> </ul>

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	<p>private sector, use of the market, use of private finance to fund public projects, social inclusion, constitutional reform, emphasis on personal responsibility and the environment.</p> <ul style="list-style-type: none"> <li>• They may also point to a broad acceptance in both parties of basic democratic and liberal values.</li> </ul>		<p>which are short, poorly focused or lacking in range or depth.</p> <ul style="list-style-type: none"> <li>• Candidates should be able to distinguish between a party's values and their policies, but given that policies usually reflect values, interpret 'values' broadly. However, answers that do nothing other than list party policies are unlikely to reach Level 3.</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 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 – 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 display knowledge and understanding of the Additional Member System (AMS) for electing members of the Scottish Parliament and the Welsh Assembly. For example:</p> <ul style="list-style-type: none"> <li>• fixed date elections;</li> <li>• types and number of constituencies;</li> <li>• method of voting including the number of votes;</li> <li>• allocation of seats.</li> </ul> <p>They also display knowledge and understanding of the outcome of recent elections using this method.</p> <p><b>AO2:</b> Candidates discuss the advantages and disadvantages of AMS in the context of elections for the Scottish Parliament and the Welsh Assembly, using the knowledge required for <b>AO1</b>.</p> <p>Such discussion may cover the following points:</p> <ul style="list-style-type: none"> <li>• advantages: greater proportionality; better representation of electorate; better representation of women and minorities includes smaller parties; compromise required to form governments; greater legitimacy; constituency link retained;</li> <li>• disadvantages: outcomes and especially the prevalence of minority and coalition governments; status of regional members; no choice between members of same party.</li> </ul>	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, range and depth but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• Level 4 answers offer a balanced and focused discussion of the advantages and disadvantages of AMS as used in Scotland and Wales, typically marking five or six points.</li> <li>• Level 3 for candidates who make some attempt to discuss the advantages and disadvantages of AMS, typically making three or four points, even if an answer has to be inferred.</li> <li>• Maximum bottom Level 3/top Level 2 for answers that provide some/limited discussion, or where such discussion lacks range, depth or balance.</li> <li>• Maximum Level 2 for candidates who provide answers</li> </ul>

Question	Answer	Marks	Guidance
			<p>which are short, poorly focused or lacking in range or depth.</p> <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 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 – 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 how flexible and fixed date electoral systems operate, ie:</p> <ul style="list-style-type: none"> <li>• flexible: at the discretion of the prime minister within a five year period (in the UK) with the tendency to opt for four year terms unless in need of a working majority (1966, 1974 October) or in danger of losing (1979, 1997, 2010);</li> <li>• fixed date: at an agreed date (but note the roles of votes of confidence and motions to dissolve parliament) and as used for EP, regional assemblies, local councils and mayors.</li> </ul> <p><b>AO2:</b> Candidates discuss whether fixed date elections for the Commons are a good idea, using the knowledge required for <b>AO1</b>.</p> <p>Such discussion may cover the following points:</p> <ul style="list-style-type: none"> <li>• the unfair advantage that a system dependent on the will of the prime minister gives the government of the day by, for example, allowing them to choose a date which is to the advantage of their own party, giving the government more time to organise its campaign, tempting governments to manipulate the economy in order to improve their chances of winning;</li> <li>• the benefits of fixed date elections, essentially the above in reverse, for example, fixed date elections would prevent prime ministers choosing the date which is most advantageous to his or her own party.</li> <li>• the fact that fixed date elections are the norm in</li> </ul>	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, range and depth but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• Level 4 for candidates who offer a balanced and focused discussion of whether fixed date elections for the House of Commons are a good idea, typically making five or six points.</li> <li>• Level 3 for candidates who make some attempt to discuss whether fixed date elections for the House of Commons are a good idea, typically making three or four points, even if an answer has to be inferred.</li> <li>• Maximum bottom Level 3/top Level 2 for answers that provide some/limited discussion, or where such discussion lacks range, depth or balance.</li> <li>• Maximum Level 2 for candidates who provide answers</li> </ul>

Question	Answer	Marks	Guidance
	<p>other countries and at other levels of government in the UK (though we should not expect to be able to cherry pick features from other systems of government, graft them on to our system and hope that they work).</p> <p>But also concerns about fixed date systems, for example, that:</p> <ul style="list-style-type: none"> <li>• governments may be unwilling to take necessary but unpopular decisions in the last year of a parliament;</li> <li>• there would be more backbench revolts because rebels would know that a government defeat could not precipitate a general election;</li> <li>• it would be difficult to remove an unpopular government in mid-term;</li> <li>• it would perpetuate the lives of struggling coalition or minority governments;</li> <li>• election campaigns would become much longer.</li> </ul>		<p>which are short, poorly focused or lacking in range or depth.</p> <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 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>– three marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary</li> <li>– three marks should be used to credit the quality of written communication – 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 display knowledge and understanding of the levels of turnout at recent elections in the UK – European, national, regional and local, distinctive features of non-voters and factors said to have an impact on the decision to vote or not, for example, frequency of elections, age, social class.</p> <p><b>AO2:</b> Candidates assess the reasons for the low level of turnout in UK elections, using the knowledge required for <b>AO1</b>.</p> <p>Such an assessment may cover the following points:</p> <ul style="list-style-type: none"> <li>• a declining sense of community;</li> <li>• a declining sense of ‘duty’;</li> <li>• voter apathy;</li> <li>• voter alienation/rejection of modern party system;</li> <li>• declining party identification;</li> <li>• lack of political awareness and education;</li> <li>• low levels of public interest in certain types of election;</li> <li>• sense of powerlessness;</li> <li>• lack of choice;</li> <li>• length of election campaigns;</li> <li>• feeling that it makes no difference who wins;</li> <li>• failure of voting system to keep pace with modern technology;</li> <li>• number of elections (voter fatigue).</li> </ul>	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, range and depth but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• Level 4 for candidates who offer a balanced and focused assessment of the reasons for the low level of turnout in UK elections and focus on more than one type of election, typically making five or six points.</li> <li>• Level 3 for candidates who make some attempt to assess the reasons for the low level of turnout in UK elections, typically making three or four points, even if an answer has to be inferred. Also for candidates who provide a convincing answer but focus on just one type of election.</li> <li>• Maximum bottom Level 3/top Level 2 for answers that provide some/limited assessment, or where such assessment lacks range, depth or balance.</li> <li>• Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking in range or depth.</li> <li>• Credit candidates who are able to use contemporary</li> </ul>

Question	Answer	Marks	Guidance
			<p>examples.</p> <p><b>AO3 (6):</b></p> <ul style="list-style-type: none"> <li>• Credit the ability to communicate 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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