

# **Government and Politics**

Advanced Subsidiary GCE

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

## **Mark Scheme for January 2012**

---

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2012

Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

## Annotations

Annotation	Meaning
	Unclear
	Wrong
	Correct/good. Page seen
	Source (use of source in Q1a and Q1b)
	Knowledge (use of own knowledge 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

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-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:

<b>Level</b>	<b>Descriptor</b>	<b>Mark Range</b>
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><b>AO1:</b> Candidates will display knowledge of the functions of the Cabinet.</p> <p>The sources make several points, including decision taking, supporting the Prime Minister as well as longer term planning/decision taking by Cabinet Committees. Source B makes other points such as the main 'meeting points' between the coalition partners and a general increase in status as a result of the coalition.</p> <p>Own knowledge might include: the co-ordinating factor, crisis management, giving status to a department/individual, symbolising the nature and extent of the coalition, brake on Prime Minister.</p> <p>Reward any other possible items, particularly if they show awareness of contemporary events relating to the Cabinet.</p>	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>• Be prepared to go to L3 if the points made in the sources are well utilised and additional points, particularly those of contemporary relevance, are made to develop those points.</li> <li>• Normally stop at L3 if there is no obvious 'own knowledge' in terms of additional points, but if the sources are really well utilised and the points there are fully developed with effective use of contemporary knowledge, then L4 is acceptable.</li> </ul>

Question	Answer	Mark	Guidance
(b)	<p><b>AO1:</b> The sources suggest several points/issues which might be considered, such as decision taking, the role of the Prime Minister, membership of Cabinet Committees (the need for LD representation etc), appointments and policy making. The possible range of own knowledge is enormous, and should show real awareness of what has happened to the office since 2010. Awareness of the different styles and 'power' of Major, Blair and Brown should also be rewarded. Those whose knowledge is heavily historical or totally dependent on events since 2010 should not get beyond L3. A theoretical list of powers which has only limited obvious relevance should not get beyond L2, however good the list is. The possible, or actual, limits, such as party, the cabinet, the media, parliament, public opinion, electoral failings could also play a large role in the answer.</p> <p><b>AO2:</b> Areas which might be considered in the discussion include:</p> <ul style="list-style-type: none"> <li>• the extent to which prime ministerial power has been altered, reduced or increased</li> <li>• the impact of the 'new' role of the Deputy Prime Minister</li> <li>• the impact of coalition on appointment to Cabinet and Cabinet Committees</li> <li>• whether the role of cabinet and its committees, and their status in the core executive, has changed</li> <li>• the impact on policy making and the strategic development of government</li> <li>• the extent to which Cameron has been able to bring in his 'Big Society' ideas and impose his economic policies.</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> <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>• L4 answers should be clearly focussed on the Prime Minister and whether or not his powers have declined, and show a clear attempt at a balanced analysis.</li> <li>• L3 answers should show some balance and reasonable focus.</li> <li>• Maximum L3 for a totally one sided (however good) approach.</li> <li>• Maximum L2 for answers which lack balance/focus/range or depth.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <p><b>AO3 [4]:</b> See Assessment Objective 3 on page 6.</p>

Question	Answer	Mark	Guidance
2	<p><b>AO1:</b> Expect description of the roles and functions of Parliament, both the Commons and the Lords. There should be coverage of roles/functions such as:</p> <ul style="list-style-type: none"> <li>• legislation</li> <li>• legitimisation</li> <li>• scrutiny</li> <li>• representation</li> <li>• debate/forum</li> <li>• provision of ministers.</li> </ul> <p><b>AO2:</b> There should be a balanced discussion, arguing a case each way.</p> <p>Points made in the case 'for' might be:</p> <ul style="list-style-type: none"> <li>• the need for a majority in the Commons</li> <li>• the scrutiny role of the Commons</li> <li>• the representative role of the Commons</li> <li>• the revising/debating/delaying role of the Lords</li> <li>• the importance of Private Members Bills.</li> </ul> <p>Points 'against' might be:</p> <ul style="list-style-type: none"> <li>• dominance by the executive of either or both Houses</li> <li>• dominance by the executive of the legislative process of Parliament</li> <li>• limitations on debate/questions/committee etc</li> <li>• key decisions on policy/legislative priorities being made elsewhere</li> <li>• the role of the whips, leaders of both Houses.</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>• There should be coverage of both Houses and a clear picture of the part that Parliament plays in the government of the UK.</li> <li>• Maximum L2 if only one House covered.</li> <li>• Reward those who have recent examples of executive dominance/Parliament being highly effective etc.</li> <li>• "Parliament" only – L3.</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>• L4 answers should be clearly focussed on Parliament and show a clear attempt at a balanced analysis.</li> <li>• L3 answers should show some balance and reasonable focus.</li> <li>• Maximum L3 for a totally one sided (however good) approach.</li> <li>• Maximum L2 for answers which lack balance/focus/range or depth.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <p><b>AO3 [6]:</b> See Assessment Objective 3 on page 6.</p>

Question	Answer	Mark	Guidance
3	<p><b>AO1:</b> There should be awareness of the reforms to the Lords, particularly in membership and appointments as well as the ending of the hereditary peers. Expect also awareness of other constitutional proposals of the coalition government and the outcomes of the debates/referendum on reform of the voting system. Expect also knowledge of the major constitutional changes since 1997 such as devolution, the increased use of the prerogatives, the referendums, the HR Act, any further reforms to the Lords, new voting systems, elected mayors, the CRA, as well as issues such as changes to the prerogative powers of war and peace.</p> <p><b>AO2:</b> There needs to be a full discussion and clear balance. There is scope for a large number of very different cases, ranging from those who argue that devolution was the most important change, to those who could argue that the implications of a coalition government on the core executive and parliament have greater significance. Be prepared to be very flexible.</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>• Reward those who show real awareness of contemporary developments and the current debate.</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>• L4 answers should be clearly focussed on the constitution and show a clear attempt at a balanced analysis.</li> <li>• L3 answers should show some balance and reasonable focus.</li> <li>• Maximum L3 for a totally one sided (however good) approach.</li> <li>• Maximum L2 for answers which lack balance/focus/range or depth.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <p><b>AO3 [6]:</b> See Assessment Objective 3 on page 6.</p>

Question	Answer	Mark	Guidance
4	<p><b>AO1:</b> There should be a valid definition of the term and it should also be a clear one. The ways in which the judiciary are seen to be independent, the methods of appointment, promotion, pay, dismissal etc should be known, and also the ways in which the 'powers' are separated should be there as well. There should be sound knowledge of the CR Act and reference made to the new Supreme Court.</p> <p><b>AO2:</b> There should be real awareness of the nature of what independence is and how secure the judiciary is in terms of tenure and decision-making. The relationship between the judiciary on the one hand and the executive and the legislature on the other should be discussed. Those who get involved in the discussion about the social/economic background of the judiciary might get some credit, but it is only tenuously linked to this aspect of the question.</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>• Candidates will have the ability to define for L2 at best.</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>• To get into L3 or above there should be a focussed answer to the issue of 'extent'.</li> <li>• L4 answers should be clearly focussed on the judiciary and its independence, and show a clear attempt at a balanced analysis.</li> <li>• L3 answers should show some balance and reasonable focus.</li> <li>• Maximum L3 for a totally one sided (however good) approach.</li> <li>• Maximum L2 for answers which lack balance/focus/range or depth.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <p><b>AO3 [6]:</b> See Assessment Objective 3 on page 6.</p>

Question	Answer	Mark	Guidance
5	<p><b>AO1:</b> Expect knowledge of the decision-making process in the EU and how the UK participates in it.</p> <p>Knowledge of the Council, Commission, Parliament and ECJ is expected. The ECHR is not relevant and references to it should not be rewarded. Expect also knowledge of the decision-making process itself, and the relationship between the Commission, the Council and the Parliament. Obviously reward those who have wider knowledge of such institutions as the Committee on Regions, or the ways in which pressure groups can access the decision makers.</p> <p><b>AO2:</b> What is looked for here is real awareness of the process and the UK's part in it.</p> <p>Do not reward rants against the EU, but expect explanation of how the UK and its representatives can, and do, get involved and influence the decision-making process. Expect comment on the role of prime ministers and ministers and their respective councils, as well as on the decision-making process from the Commission to implementation. Expect also awareness of the role of the MEPs and the powers of the European Parliament. Those who also comment on the relationship between national parliaments and the EU decision-making process should be 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> <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>• L4 answers should be clearly focussed on the EU decision-making process, and show a clear attempt at a balanced explanation.</li> <li>• L3 answers should show some balance and reasonable focus.</li> <li>• Maximum L3 for a totally one sided (however good) approach.</li> <li>• Maximum L2 for answers which lack balance/focus/range or depth.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <p><b>AO3 [6]:</b> 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.

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

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

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

© OCR 2012

