



GCE

Government and Politics

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

Advanced Subsidiary GCE

Mark Scheme for June 2017

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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
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	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)
	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, examiners must use both this mark scheme and the Assessment Matrix (see Appendix 1).

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 and in a logical, fluent and coherent style;
- containing few, if any, errors of grammar, punctuation and spelling.

And 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 difference.

The Mark Scheme

The mark scheme is indicative of the kinds of points likely to be raised by candidates in answering the questions. However, because of the nature of the subject, it cannot be regarded as definitive and the professional judgement and training of individual examiners will apply.

All substantive issues surrounding the paper will be settled at the standardisation meeting and through the arrangements made by OCR to ensure a consistent approach by all examiners. Examiners should contact the Principal Examiner if they have any concerns about the way an individual script should be marked.

The Assessment Matrix

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 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 be awarded full marks.

The Mark Scheme

The mark scheme is indicative of the kinds of points likely to be raised by candidates in answering the questions. However, because of the nature of the subject, it cannot be regarded as definitive and the professional judgement and training of individual examiners will apply.

All substantive issues surrounding the paper will be settled at the standardisation meeting and through the arrangements made by OCR to ensure a consistent approach by all examiners. Examiners should contact the Principal Examiner if they have any concerns about the way an individual script should be marked.

MARK SCHEME

Question		Answer/Indicative content	Mark	Guidance
1	a	<p>AO1</p> <p>Factors in the sources might include:</p> <ul style="list-style-type: none"> • Supporting the government • Policy development • Policy implementation • Helping deliver public services • Providing neutral advice <p>Own knowledge might include:</p> <ul style="list-style-type: none"> • To provide continuity between governments • To plan for changes • Day-to-day delivery of public services • Specific roles of permanent secretaries, Head of Civil Service and Cabinet Secretary 	12	<p>AO1 [12]</p> <p>L4 (10-12) = very good L3 (7-9) = good L2 (4-6) = limited L1 (0-3) = basic</p> <ul style="list-style-type: none"> • L4: a full and accurate answer, describing three or more roles with examples. • L3: a clear and accurate answer, describing two roles, usually with examples. • L1/2: a partial, but accurate answer, which may contain examples. <p>If only one of 'sources' or 'own knowledge' is used, award up to a maximum of 8 marks.</p> <p>Up to middle L3 for source use only if it is well utilised and not just copied, and shows genuine understanding.</p>
1	b	<p>AO1</p> <p>Factors in the sources might include:</p> <ul style="list-style-type: none"> • Ministers holding civil servants publically accountable • Scrutiny of civil servants by select committees • Use of special advisers <p>Own knowledge might include:</p> <ul style="list-style-type: none"> • Details of Ministerial Code and Civil Service Code • New Labour reforms to civil service • Coalition reforms to civil service • Criticisms of civil service by Francis Maude as Cabinet Office minister • Further proposals for reform 	28	<p>AO1 [12]</p> <p>L4 (10-12) = very good L3 (7-9) = good L2 (4-6) = limited L1 (0-3) = basic</p> <p>Up to middle L3 for source use only if it is well utilised, not just copied and shows genuine understanding.</p> <p>AO2 [12]</p> <p>L4 (10-12) = very good</p>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Role of constitution in ensuring minister is responsible • Continuity in role of civil service in policy development • Continued importance of impartiality • Continued importance of civil service expertise <p>AO2 Expect candidates to show awareness of basic relationship between ministers and civil servants, and the extent to which this has remained the same in recent years, using the knowledge listed in AO1. They may assess the role of SpAds, politicisation of the civil service, individual ministerial responsibility, the role of the civil service in providing policy options.</p>		<p>L3 (7-9) = good L2 (4-6) = limited L1 (0-3) = basic</p> <ul style="list-style-type: none"> • Reward focus range and depth but distinguish between description (AO1) and analysis (AO2) • L4 for candidates who discuss the arguments on each side, making a series of relevant, clear arguments focused on change • L3 for candidates who make a genuine attempt to discuss the question, typically making three or four points, even if a very clear answer has to be inferred. Unbalanced answers (ie focused only on change) can still get into L3 if good. • Max bottom L3/top L2 for answers that provide some limited explanation, or where such explanation lacks range, depth. • Max L2 for answers which are short, poorly focussed or lacking in range or depth <p>Credit candidates who are able to get the right contemporary focus/use contemporary examples</p> <p>AO3 [4]</p> <ul style="list-style-type: none"> • credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar. • where a full-length answer is provided: <ul style="list-style-type: none"> – two marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary – two marks should be used to credit the quality of written communication – legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.

Question	Answer/Indicative content	Mark	Guidance
			<ul style="list-style-type: none"> 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 be awarded full marks.
2	<p>AO1</p> <p>Candidates should demonstrate knowledge and understanding of the representative function of parliament, such as:</p> <ul style="list-style-type: none"> Make-up of parliament by gender, ethnicity, class, occupation, age, sexuality Powers of MPs to represent constituent's concerns Asking questions Private Members' Bills Writing to ministers Working with pressure groups Voting records Surgeries Working in constituencies Comparison of Commons and Lords Representing interests of political parties Representing other outside interests, such as pressure groups <p>AO2</p> <p>Candidates should discuss the view that parliament fails to carry out its representative function, producing a balanced answer. Candidates might argue that parliament is now more representative by gender and ethnicity than it once was, though perhaps not by class and occupation. Candidates might argue that MPs have a variety of opportunities to represent constituents, and assess their effectiveness.</p> <p>Candidates might assess the different ways the Commons</p>	30	<p>AO1 [12]</p> <p>L4 (10-12) = very good L3 (7-9) = good L2 (4-6) = limited L1 (0-3) = basic</p> <p>AO2 [12]</p> <p>L4 (10-12) = very good L3 (7-9) = good L2 (4-6) = limited L1 (0-3) = basic</p> <ul style="list-style-type: none"> Reward focus range and depth but distinguish between description (AO1) and analysis (AO2) L4 for candidates who discuss the question, demonstrating balance and awareness of the flaws in both sides of the argument. At the top of the level candidates might reflect on what it means to be 'representative' and might make use of models of representation. L3 for candidates who make a genuine attempt to discuss the question, typically making three or four points, even if a very clear answer has to be inferred. Max L3 for answers that focus only on Commons. Max bottom L3/top L2 for answers that provide some

Question	Answer/Indicative content	Mark	Guidance
	<p>and the Lords represent interests. They may also discuss the failure of parliament to reflect the wishes of the electorate due to the FPTP electoral system. Candidates should assess both the Commons and the Lords for L4.</p>		<p>limited explanation, or where such explanation lacks range, depth or balance.</p> <ul style="list-style-type: none"> • Max L2 for answers which are short, poorly focussed or lacking in range or depth <p>Credit candidates who are able to get the right contemporary focus/use contemporary examples</p> <p>AO3 [6]</p> <ul style="list-style-type: none"> • credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar. • where a full-length answer is provided: <ul style="list-style-type: none"> – three marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary – three marks 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 be awarded full marks.
3	<p>AO1 Candidates should demonstrate knowledge of the principles of the UK constitution:</p> <ul style="list-style-type: none"> • Parliamentary government • Parliamentary sovereignty • Rule of law • Unitary state • Constitutional monarchy 	30	<p>AO1 [12]</p> <p>L4 (10-12) = very good L3 (7-9) = good L2 (4-6) = limited L1 (0-3) = basic</p>

Question	Answer/Indicative content	Mark	Guidance
	<p>AO2</p> <p>Candidates should make arguments both for and against the continued importance of parliamentary government, taking into account increased separation of powers, the dominance or otherwise of the government over parliament, the royal prerogatives and constitutional changes since 1997. Candidates should compare the importance of the parliamentary government to the other underlying principles. No set answer is expected, but candidates should show awareness of the way in which each principle has been undermined in recent years, and test how important they now are.</p>		<p>AO2 [12]</p> <p>L4 (10-12) = very good L3 (7-9) = good L2 (4-6) = limited L1 (0-3) = basic</p> <ul style="list-style-type: none"> • Reward focus range and depth but distinguish between description (AO1) and analysis (AO2) • L4 for candidates who discuss the view in the question, and compare it to other principles, showing a clear understanding of how recent developments have undermined / strengthened them • L3 for candidates who make a genuine attempt to discuss the view in the question, typically making three or four points, even if a very clear answer has to be inferred • Max bottom L3/top L2 for answers that provide some limited explanation, or where such explanation lacks range, depth or balance. • Max L2 for answers which are short, poorly focussed or lacking in range or depth <p>Credit candidates who are able to get the right contemporary focus/use contemporary examples</p> <p>AO3 [6]</p> <ul style="list-style-type: none"> • credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar. • where a full-length answer is provided: <ul style="list-style-type: none"> – three marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary

Question	Answer/Indicative content	Mark	Guidance
			<p>– three marks should be used to credit the quality of written communication – legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> • 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 be awarded full marks.
4	<p>AO1</p> <p>Candidates demonstrate understanding of how neutrality is meant to be guaranteed in legal justification of decisions, non-political background, relative anonymity and training of judges, as well as:</p> <ul style="list-style-type: none"> • Impact of Constitutional Reform Act • Impact of Human Rights Act • Impact of EU and ECHR • Names of cases that demonstrate neutrality or otherwise • What is meant by ‘neutrality’ in this context <p>AO2</p> <p>Expect a discussion on the ways in which the judiciary acts as a neutral body, and ways it might sometimes be seen as political. No set answer is expected, but candidates should focus on neutrality rather than independence. Candidates might argue that the background of judges makes them political, that their role since 2009 has increased ‘judicial activism’ or that the appointment process, limited political powers and increased scrutiny of the Supreme Court ensure they remain neutral.</p>	30	<p>AO1 [12]</p> <p>L4 (10-12) = very good L3 (7-9) = good L2 (4-6) = limited L1 (0-3) = basic</p> <p>AO2 [12]</p> <p>L4 (10-12) = very good L3 (7-9) = good L2 (4-6) = limited L1 (0-3) = basic</p> <ul style="list-style-type: none"> • Reward focus range and depth but distinguish between description (AO1) and analysis (AO2) • L4 for candidates who discuss the extent to which the judiciary can be considered neutral, looking at both sides of the question • L3 for candidates who make a genuine attempt to discuss the extent of judicial neutrality, typically making three or four points, even if a very clear answer has to be inferred • Max bottom L3/top L2 for answers that provide some

Question	Answer/Indicative content	Mark	Guidance
			<p>limited explanation, or where such explanation lacks range, depth or balance.</p> <ul style="list-style-type: none"> • Max L2 for answers which are short, poorly focussed or lacking in range or depth <p>Credit candidates who are able to get the right contemporary focus/use contemporary examples</p> <p>AO3 [6]</p> <ul style="list-style-type: none"> • credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar. • where a full-length answer is provided: <ul style="list-style-type: none"> – three marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary – three marks 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 be awarded full marks.
5	<p>AO1 Candidates will demonstrate knowledge and understanding of the ways in the EU has affected government and politics in the UK, such as on:</p> <ul style="list-style-type: none"> • government decisions • the way decisions are made 	30	<p>AO1 [12]</p> <p>L4 (10-12) = very good L3 (7-9) = good L2 (4-6) = limited L1 (0-3) = basic</p>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • parliamentary sovereignty • the judiciary • parties • elections • public opinion • the unitary state <p>AO2</p> <p>The wide-ranging nature of the question means that a variety of approaches are valid, but candidates might argue that the EU has fundamentally undermined core principles of the UK constitution like parliamentary sovereignty and the unitary state, has taken over the development and implementation of core policy areas, and shifted the national political debate with the rise of UKIP and the 2016 referendum. On the other hand, candidates might argue that the EU has had limited impact over some policy areas, that the UK retains the power to leave (which may have been exercised by 2017) or that the UK retains a key role in EU policy-making.</p> <p>Balance here means a range of points – candidates don't have to say 'big impact' vs 'limited impact'.</p>		<p>AO2 [12]</p> <p>L4 (10-12) = very good L3 (7-9) = good L2 (4-6) = limited L1 (0-3) = basic</p> <ul style="list-style-type: none"> • Reward focus range and depth but distinguish between description (AO1) and analysis (AO2) • L4 for candidates who clearly focus on assessing the EU's impact on the government and politics of the UK from a variety of viewpoints. • L3 for candidates who make a genuine attempt to assess the impact of the EU, typically making three or four points, even if a very clear answer has to be inferred • Max bottom L3/top L2 for answers that provide some limited explanation, or where such explanation lacks range, depth or balance. • Max L2 for answers which are short, poorly focussed or lacking in range or depth <p>Credit candidates who are able to get the right contemporary focus/use contemporary examples</p> <p>AO3 [6]</p> <ul style="list-style-type: none"> • credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar. • where a full-length answer is provided: <ul style="list-style-type: none"> – three marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary

Question	Answer/Indicative content	Mark	Guidance
			<ul style="list-style-type: none">- three marks 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 be awarded full marks.

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.

Appendix 2: Performance Descriptions

Performance descriptions have been created for all GCE subjects. They describe the learning outcomes and levels of attainment likely to be demonstrated by a representative candidate performing at the A/B and E/U boundaries for AS and A2.

In practice most candidates will show uneven profiles across the attainments listed, with strengths in some areas compensating in the award process for weaknesses or omissions elsewhere. Performance descriptions illustrate expectations at the A/B and E/U boundaries of the AS and A2 as a whole; they have not been written at unit level.

Grade A/B and E/U boundaries should be set using professional judgement. The judgement should reflect the quality of candidates' work, informed by the available technical and statistical evidence. Performance descriptions are designed to assist examiners in exercising their professional judgement. They should be interpreted and applied in the context of individual specifications and their associated units. However, performance descriptions are not designed to define the content of specifications and units.

The requirement for all AS and A level specifications to assess candidates' quality of written communication will be met through one or more of the assessment objectives.

The performance descriptions have been produced by the regulatory authorities in collaboration with the awarding bodies.

AS performance descriptions for government and politics

Assessment objective 1

Assessment objective 2

Assessment objective 3

Assessment objectives

Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates.

Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied.

Construct and communicate coherent arguments, making use of a range of appropriate political vocabulary.

A/B boundary performance descriptions

Candidates characteristically:

1. demonstrate full and accurate knowledge of political institutions and processes and a sound understanding of political concepts, theories and debates;
2. produce answers that deploy relevant knowledge to answer the question;

3. demonstrate clear contextual awareness;
4. use relevant evidence and, where appropriate, contemporary examples to illustrate points made.

Candidates characteristically:

- a) provide analyses that display a sound awareness of differing viewpoints and a clear recognition of issues;
- b) evaluate political institutions, process and behaviour, applying appropriate concepts and theories;
- c) make valid comparisons.

Candidates characteristically:

- a) construct and communicate clear, structured and sustained arguments and explanations;
- b) use accurate political vocabulary.

E/U boundary performance descriptions

Candidates characteristically:

- a) demonstrate a basic knowledge of political institutions and processes and begin to show some understanding of political concepts, theories and debates;
- b) make a limited attempt at answering the question;
- c) produce at least one piece of relevant evidence, which may be drawn from source material provided.

Candidates characteristically:

- a) show some basic awareness of differing viewpoints;
- b) attempt simple evaluation of political institutions, processes and behaviour;
- c) make simple comparisons.

Candidates characteristically:

- a) attempt to communicate and develop an argument or explanation;
- b) use basic political vocabulary.

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