



**GCE**

**Government and Politics**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2014**

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page – this annotation <b>must</b> 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)
	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 A of the specification).

Broadly speaking, and depending on the question, looks for:

- A balanced and well-focussed answer;
- Which correctly identifies a number and range of relevant and important factors;
- In detail;
- And communicates these 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 the range of points which might be made, however, because the nature of the subject, it cannot be regarded as complete and individual assessors are expected to use their professional judgment and the guidance provided at the SSU meeting.

Assessors who have any concerns about an individual script should contact the PE immediately. It is a straightforward process for the PE to look at the script via scoris.

**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:

Level	Descriptor	Mark Range
4	Excellent	10-12
3	Good	7-9
2	Limited	4-6
1	Basic	0-3

**Assessment Objective Three**

- Where a full length answer is provided:
  - Half 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 grammar and punctuation.
- Where answers are short, or simply wrong, examiners must use their judgment; a very short answer, or one which contains little relevant knowledge or evidence of any understanding should not necessarily be awarded any marks.

Question			Answer	Mark	Guidance
1	(a)	(i)	<p>AO1: Expect knowledge the roles of the Speaker:</p> <ul style="list-style-type: none"> <li>• Presiding officer of the House of Commons</li> <li>• Maintaining order</li> <li>• Decisions on who may speak</li> <li>• Decisions on emergency debates</li> <li>• Spokesperson for the Commons</li> <li>• Defender of the rights and privileges of the Commons</li> </ul>	6	<p>AO1[6]</p> <p>L4 (6) = very good L3 (4-5) = good L2 (2-3) = limited L1 (0-1) = basic</p> <p>Expect at least 2 fully developed points, with description and examples, for L4. Use ticks to indicate valid points made.</p>
		(ii)	<p>Expect knowledge of the government whips:</p> <ul style="list-style-type: none"> <li>• Maintaining discipline in the parliamentary party</li> <li>• Getting government business through</li> <li>• Decisions on committee memberships</li> <li>• Key role in promotion of MPs to ministers</li> <li>• Maintaining party loyalty and cohesion</li> </ul> <p>The sources give various suggestions, managing the business of the Commons, looking after the interest of the whole House, enabling MPs to do their job properly, keeping the parliamentary party in order.</p>	6	<p>Apply as above</p>

Question	Answer	Mark	Guidance
(b)	<p>AO1 The sources suggest several points, lack of approval by the public, not needed at all, the scrutiny role, getting Ministers into the government without election, rewards. Other items which might be mentioned are:</p> <ul style="list-style-type: none"> <li>• Cost</li> <li>• Hereditary element</li> <li>• Other countries manage with one chamber</li> <li>• Current age/sex/class of most members</li> <li>• Expenses issues</li> <li>• Limited power</li> <li>• Unrepresentative nature</li> <li>• Church of England</li> <li>• Bishops</li> <li>• Good revising work on bills</li> <li>• Can stand up to elected dictatorship; etc.</li> <li>• Constitutional functions</li> </ul> <p>AO2 Expect a clear case to be made each way. If there is a strong argument, then that is fine, but there also needs to be substantiation of points made and at least some balance. There does not have to be an equal amount of time spent on each case, but the best will prioritise and comment and not just list.</p>	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>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"> <li>• Reward focus range and depth but distinguish between description (AO1) and analysis (AO2).</li> <li>• L4 for candidates who really develop a sound case each way, demonstrating balance and awareness of the flaws in both sides of the argument.</li> <li>• L3 for candidates who make a genuine attempt to take on the question and issues, typically making three or four points, even if a very clear answer has to be inferred</li> </ul>

Question	Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• Max bottom L3/top L2 for answers that provide some limited explanation, or where such explanation lacks range, depth or balance.</li> <li>• Max L2 for answers which are short, poorly focussed or lacking in range or depth.</li> <li>• Credit candidates who are able to get the right contemporary focus/use contemporary examples.</li> </ul> <p>AO3 [4]</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> </ul>



Question	Answer	Mark	Guidance
2	<p>AO1 Expect information on the powers of the Prime Minister and also on the limits to those powers. Factors which might be considered are :</p> <ul style="list-style-type: none"> <li>• Appointment and dismissal</li> <li>• Control of cabinet agenda</li> <li>• Domination of policy making process</li> <li>• Traditional royal prerogatives</li> <li>• War/peace etc.</li> <li>• Domination of executive and legislature</li> <li>• Motion of no confidence</li> <li>• Impact of coalition</li> <li>• Size and nature of majority</li> <li>• Party limitations</li> <li>• Press and public opinion</li> </ul> <p>AO2 Expect discussion of what ‘too much’ power might be at top of L4. There needs to be a sound case made each way, and an awareness of how Cameron has been able to exercise the powers of the PM, and how he has been constrained. Focus should be on Cameron, but comparison with previous PMs is valid and should be credited.</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"> <li>• Reward focus range and depth but distinguish between description (AO1) and analysis (AO2).</li> <li>• L4 for candidates who really think about to what extent the Cameron premiership shows that the PM has too much power. There needs to be a clear case made as well as awareness of an alternative view.</li> <li>• L3 for candidates who make a genuine attempt to take on the question and issues, typically making three or four points, even if a very clear answer has to be inferred</li> </ul>

Question	Answer	Mark	Guidance
			<ul style="list-style-type: none"> <li>• Max bottom L3/top L2 for answers that provide some limited explanation, or where such explanation lacks range, depth or balance.</li> <li>• Max L2 for answers which are short, poorly focussed or lacking in range or depth.</li> </ul> <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"> <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	Mark	Guidance
3	<p>AO1 Expect knowledge and understanding of the key points which might be made, what is 'unwritten' about the UK constitution and what is in fact written. Major constitutional changes such as the CRA, devolution might be highlighted, and also issues such as the deviance from the principles of the separation of powers and the sovereignty of parliament.</p> <p>AO2 Expect the development of a clear case each way, and an reasoned conclusion. Factors which might be mentioned are:</p> <ul style="list-style-type: none"> <li>• Clarity and understanding</li> <li>• an end to uncertainty</li> <li>• ending the disparity between the current theoretical principles, such as separation of powers and the sovereignty of Parliament and what actually happens</li> <li>• rigidity</li> <li>• lack of a quick change</li> <li>• who interprets?</li> <li>• too much power to a 'supreme court'</li> <li>• ending the ability to change it quickly and easily</li> <li>• identification of principles which ought to underpin a constitution</li> <li>• a more democratic society?</li> </ul>	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"> <li>• Reward focus range and depth but distinguish between description (AO1) and analysis (AO2)</li> <li>• L4 for candidates who really develop a good case each way while demonstrating awareness of both constitutional theory and practice.</li> <li>• L3 for candidates who make a genuine attempt to take on the question and issues, typically making three or four points, even if a very clear answer has to be inferred</li> <li>• Max bottom L3/top L2 for answers that provide some limited explanation, or where such explanation lacks range, depth or balance.</li> <li>• Max L2 for answers which are short, poorly focussed or lacking in range or depth</li> <li>• Credit candidates who are able to get the right contemporary focus/use contemporary examples.</li> </ul>

Question	Answer	Mark	Guidance
			<p>AO3 [6]</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	Mark	Guidance
4	<p>AO1 Expect knowledge and understanding of the roles of the judiciary. Roles which might be mentioned are :</p> <ul style="list-style-type: none"> <li>• Interpreting the law</li> <li>• Administering the law</li> <li>• Upholding rights and liberties</li> <li>• Judicial review</li> <li>• Run public enquiries</li> <li>• Enforce ECJ and ECHR rulings</li> <li>• Play role in debate on law/rule of law etc.</li> </ul> <p>AO2 Expect discussion of the importance of judicial review, other roles of the judiciary in the UK and which might be viewed as its most important role. Candidates should do more than just explain the various roles. It is not a problem if a candidate suggests that more than one is of equal importance. What is looked for is an element of evaluation, of thinking about the relative importance of the various roles.</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"> <li>• Reward focus range and depth but distinguish between description (AO1) and analysis (AO2).</li> <li>• L4 for candidates who show evidence that they have evaluated the various roles and genuinely try to put them in order of importance and give valid reasons for so doing.</li> <li>• L3 for candidates who make a genuine attempt to take on the question and issues, typically making three or four points, even if a very clear answer has to be inferred.</li> <li>• Max bottom L3/top L2 for answers that provide some limited explanation, or where such explanation lacks range, depth or balance.</li> <li>• Max L2 for answers which are short, poorly focussed or lacking in range or depth.</li> <li>• Credit candidates who are able to get the right contemporary focus/use contemporary examples.</li> </ul>

Question	Answer	Mark	Guidance
			<p>AO3 [6]</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	Mark	Guidance
5	<p>AO1 Expect knowledge and understanding of the ways in which membership of the EU has impacted on the democratic processes in the UK. Factors which might be mentioned are;</p> <ul style="list-style-type: none"> <li>• electing MEPs</li> <li>• the European Parliament</li> <li>• decision making process in Brussels</li> <li>• the UK's role in that process</li> <li>• impact on parliament sovereignty</li> <li>• the role of the ECJ ( but not the ECHR)</li> <li>• the impact on the UK executive and legislature</li> <li>• the principle of subsidiarity.</li> </ul> <p>AO2 Expect a discussion on the impact the EU membership has had on the democratic processes in the UK and a reasoned answer to the question of 'extent'. Inevitably there has been an impact, and there is a case for arguing that things have got 'better', with PR elections for MEPs etc., but don't expect that to be a strongly supported view. There are a variety of approaches to this question – candidates might look at 'significant impact' v 'limited impact' or 'positive impact v negative impact'.</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"> <li>• Reward focus range and depth but distinguish between description (AO1) and analysis (AO2).</li> <li>• L4 for candidates who show evidence that they have really thought about the impact of membership on the democratic process and give a considered answer to the question of 'extent'.</li> <li>• L3 for candidates who make a genuine attempt to take on the question and issues, typically making three or four points, even if a very clear answer has to be inferred.</li> <li>• Max bottom L3/top L2 for answers that provide some limited explanation, or where such explanation lacks</li> </ul>

Question	Answer	Mark	Guidance
			<p>range, depth or balance.</p> <ul style="list-style-type: none"> <li>• Max L2 for answers which are short, poorly focussed or lacking in range or depth.</li> <li>• Credit candidates who are able to get the right contemporary focus/use contemporary examples.</li> </ul> <p>AO3 [6]</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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