

Government and Politics

Advanced GCE A2 H495

Advanced Subsidiary GCE AS H095

Mark Schemes for the Units

January 2009

H095/H495/MS/R/09J

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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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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

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Advanced Subsidiary GCE Government and Politics (H095)

MARK SCHEMES FOR THE UNITS

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Marking Instructions

When marking, examiners must use both this mark scheme and the Assessment Matrix (Appendix B of the *Specifications*).

Examiners should refer to the OCR booklet *Instructions to Examiners* 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	'thorough'	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 necessarily be awarded full marks

F851 Contemporary Politics of the UK

Question Number	Answer	Max Mark																								
1 (a)	<p>Using the sources and your own knowledge, outline the differences between a pressure group and a party.</p> <p><i>Specification: Pressure groups – definition; Parties – definition</i></p> <table border="0" data-bbox="367 571 1125 784"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Maximum</td> <td>12</td> <td></td> <td></td> </tr> <tr> <td>Level 4</td> <td>10-12</td> <td></td> <td></td> </tr> <tr> <td>Level 3</td> <td>7-9</td> <td></td> <td></td> </tr> <tr> <td>Level 2</td> <td>4-6</td> <td></td> <td></td> </tr> <tr> <td>Level 1</td> <td>0-3</td> <td></td> <td></td> </tr> </tbody> </table> <p>AO1 [12]</p> <ul style="list-style-type: none"> • AO1: Candidates display knowledge and understanding of the differences between pressure groups and parties, for example, that: <ul style="list-style-type: none"> ◇ parties attempt to gain public office; pressure groups try to influence those in office (own knowledge source A); ◇ parties contest elections, pressure groups usually don't (own knowledge and source A); ◇ pressure groups often have a limited and highly specific set of aims; parties tend to have broader and more general aims (own knowledge and source A); ◇ parties have a broader range of membership (own knowledge); ◇ the purpose of parties is entirely political; pressure groups exist for a range of reasons (own knowledge and source A). • Full marks should be awarded to candidates who are clearly able to explain the differences between pressure groups and parties, or who can describe pressure groups and parties in such a way that the differences are clear, even if this is not made explicit. • Award up to six AO1 marks for each definition. • If only one of 'sources' or 'own knowledge' is used, award up to a maximum of 8 marks. • Credit candidates who are able to use contemporary examples from the UK and elsewhere. 		AO1	AO2	AO3	Maximum	12			Level 4	10-12			Level 3	7-9			Level 2	4-6			Level 1	0-3			[12]
	AO1	AO2	AO3																							
Maximum	12																									
Level 4	10-12																									
Level 3	7-9																									
Level 2	4-6																									
Level 1	0-3																									

Question Number	Answer	Max Mark																								
(b)	<p data-bbox="357 293 1278 394">Using the sources and your own knowledge, discuss the effectiveness of the various methods used by pressure groups to achieve their objectives.</p> <p data-bbox="357 427 868 461"><i>Specification: Pressure group methods</i></p> <table data-bbox="368 495 1123 696"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Maximum</td> <td>12</td> <td>12</td> <td>4</td> </tr> <tr> <td>Level 4</td> <td>10-12</td> <td>10-12</td> <td>4</td> </tr> <tr> <td>Level 3</td> <td>7-9</td> <td>7-9</td> <td>3</td> </tr> <tr> <td>Level 2</td> <td>4-6</td> <td>4-6</td> <td>2</td> </tr> <tr> <td>Level 1</td> <td>0-3</td> <td>0-3</td> <td>1</td> </tr> </tbody> </table> <p data-bbox="357 763 743 797">AO1 [12]; AO2 [12]; AO3 [4]</p> <ul data-bbox="357 831 1262 1525" style="list-style-type: none"> • AO1: Candidates display, implicitly or explicitly, knowledge and understanding of a variety of methods used by pressure groups to achieve their objectives, for example: <ul style="list-style-type: none"> ◇ influencing the executive: ministers, departments, civil servants (own knowledge); ◇ influencing the legislature: individual MPs, parties, the opposition (own knowledge and source B); ◇ using the courts and public inquiries: domestic courts, European courts (own knowledge); ◇ influencing public opinion: campaigns (own knowledge and source B); ◇ direct action (own knowledge); ◇ bringing pressure to bear in the EU: Commission, EP, forming alliances with other European pressure groups (own knowledge). • They also display knowledge and understanding of the relative effectiveness of such methods. • If only one of 'sources' or 'own knowledge' is used, award up to a maximum of 8 marks. • Credit candidates who are able to use contemporary examples. 		AO1	AO2	AO3	Maximum	12	12	4	Level 4	10-12	10-12	4	Level 3	7-9	7-9	3	Level 2	4-6	4-6	2	Level 1	0-3	0-3	1	
	AO1	AO2	AO3																							
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Level 4	10-12	10-12	4																							
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Level 2	4-6	4-6	2																							
Level 1	0-3	0-3	1																							

Question Number	Answer	Max Mark
1 (b) cont'd	<ul style="list-style-type: none"> • AO2: Candidates use the sources and their own knowledge to discuss the effectiveness of the various methods used by pressure groups to achieve their objectives. For example, that influencing the executive may be the most effective means of achieving an objective, but that it is not always possible. • Reward focus and balance, but distinguish between description (AO1) and analysis (AO2). • Level 4 for candidates who provide a discussion that is clearly focused on the effectiveness of the various methods used by pressure groups and there is some attempt at a balanced analysis. • Level 3 for candidates who try to assess the effectiveness of the pressure groups methods even if the answer has to be inferred. • Maximum bottom Level 3/top Level 2 for answers that provide only some discussion, or where the discussion lacks range and/or depth. For example, answers that simply describe pressure group methods with only a minimal attempt to assess their effectiveness. • Maximum Level 2 for candidates who provide answers which are short, poorly focused, lacking range and/or depth. • Credit candidates who are able to use contemporary examples. <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> • 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. • 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. 	[28]

Question Number	Answer	Max Mark																								
2	<p>Why has the funding of political parties been an issue in British politics?</p> <p><i>Specification: Funding political parties; Key developments within and relating to political parties</i></p> <table border="0" data-bbox="363 488 1106 689"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Maximum</td> <td>12</td> <td>12</td> <td>6</td> </tr> <tr> <td>Level 4</td> <td>10-12</td> <td>10-12</td> <td>5-6</td> </tr> <tr> <td>Level 3</td> <td>7-9</td> <td>7-9</td> <td>3-4</td> </tr> <tr> <td>Level 2</td> <td>4-6</td> <td>4-6</td> <td>2</td> </tr> <tr> <td>Level 1</td> <td>0-3</td> <td>0-3</td> <td>1</td> </tr> </tbody> </table> <p>AO1 [12]; AO2 [12]; AO3 [6]</p> <ul style="list-style-type: none"> • AO1: Candidates display knowledge and understanding of how political parties are funded: <ul style="list-style-type: none"> ◇ donations from individuals; ◇ support from business and trade unions; ◇ membership fees; ◇ some state funding; ◇ benefits in kind at elections. • They also display knowledge and understanding of why funding has been an issue, for example: <ul style="list-style-type: none"> ◇ the cost of running parties; ◇ declining, membership bases; ◇ the degree of indebtedness of the major parties; ◇ 'Cash for honours'. • Credit candidates who are able to use contemporary examples. 		AO1	AO2	AO3	Maximum	12	12	6	Level 4	10-12	10-12	5-6	Level 3	7-9	7-9	3-4	Level 2	4-6	4-6	2	Level 1	0-3	0-3	1	
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Level 2	4-6	4-6	2																							
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Question Number	Answer	Max Mark
2 cont'd	<ul style="list-style-type: none"> • AO2: Candidates can explain why the funding of political parties has been an issue in British politics using the knowledge required for AO1. For example, in addition to the points above: <ul style="list-style-type: none"> ◇ proposals for state funding; ◇ the desire for 'a level playing field'; ◇ the cost of elections. • Reward focus and range, but distinguish between description (AO1) and analysis (AO2). • Level 4 answers offer a number of reasons why party funding has been an issue. • Level 3 for candidates who make some attempt to explain why party funding is an issue, even if the answer has to be inferred. • Maximum bottom Level 3/top Level 2 for answers that provide only some explanation, or where the discussion lacks range and/or depth. For example, answers that simply describe how parties are funded with only a minimal attempt to explain why it is an issue. • Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking range and/or depth. • Credit candidates who are able to use contemporary examples. • AO3: 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 clear explanations and to communicate these in a clear, structured manner, making use of appropriate political vocabulary; ◇ three marks should be used to credit spelling, punctuation and grammar. • 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. 	[30]

Question Number	Answer	Max Mark																								
3	<p data-bbox="368 293 1203 360">Discuss the advantages of replacing the current system for electing MPs with a different one.</p> <p data-bbox="368 394 1166 427"><i>Specification: Electoral systems; Electoral systems in the UK</i></p> <table data-bbox="368 461 1134 663"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Maximum</td> <td>12</td> <td>12</td> <td>6</td> </tr> <tr> <td>Level 4</td> <td>10-12</td> <td>10-12</td> <td>5-6</td> </tr> <tr> <td>Level 3</td> <td>7-9</td> <td>7-9</td> <td>3-4</td> </tr> <tr> <td>Level 2</td> <td>4-6</td> <td>4-6</td> <td>2</td> </tr> <tr> <td>Level 1</td> <td>0-3</td> <td>0-3</td> <td>1</td> </tr> </tbody> </table> <p data-bbox="368 696 754 730">AO1 [12]; AO2 [12]; AO3 [6]</p> <ul data-bbox="368 763 1257 1715" style="list-style-type: none"> • AO1: Candidates display knowledge and understanding of the current system for electing MPs and the alternatives. • Credit candidates who are able to use contemporary examples. • AO2: Candidates discuss the advantages of alternative systems and the strengths of the present system using the knowledge required for AO1. They may also reasonably consider the disadvantages of the alternatives. • Reward focus and range, but distinguish between description (AO1) and analysis (AO2). • Level 4 answers offer a balanced discussion of the advantages of alternative systems compared with the advantages of the present system, for example, greater fairness/proportionality set against the value of single party majority government. • Level 3 for candidates who make some attempt to discuss the value of the alternatives, even if the answer has to be inferred. • Maximum bottom Level 3/top Level 2 for answers that provide only some discussion, or where the discussion lacks range and/or depth. For example, answers that simply describe the current system, or its alternatives, with only a minimal discussion of the advantages of replacing the current system. • Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking range and/or depth. • Credit candidates who are able to use contemporary examples. 		AO1	AO2	AO3	Maximum	12	12	6	Level 4	10-12	10-12	5-6	Level 3	7-9	7-9	3-4	Level 2	4-6	4-6	2	Level 1	0-3	0-3	1	
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Level 1	0-3	0-3	1																							

Question Number	Answer	Max Mark																								
3 cont'd	<ul style="list-style-type: none"> • AO3: 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 clear explanations and to communicate these in a clear, structured manner, making use of appropriate political vocabulary; ◇ three marks should be used to credit spelling, punctuation and grammar. • 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. 	[30]																								
4	<p>How important has the campaign been in deciding the outcome of recent general elections?</p> <p><i>Specification: General elections campaigns, recent general elections (knowledge of the last three elections is required)</i></p> <table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;"></th> <th style="width: 25%; text-align: center;">AO1</th> <th style="width: 25%; text-align: center;">AO2</th> <th style="width: 25%; text-align: center;">AO3</th> </tr> </thead> <tbody> <tr> <td>Maximum</td> <td style="text-align: center;">12</td> <td style="text-align: center;">12</td> <td style="text-align: center;">6</td> </tr> <tr> <td>Level 4</td> <td style="text-align: center;">10-12</td> <td style="text-align: center;">10-12</td> <td style="text-align: center;">5-6</td> </tr> <tr> <td>Level 3</td> <td style="text-align: center;">7-9</td> <td style="text-align: center;">7-9</td> <td style="text-align: center;">3-4</td> </tr> <tr> <td>Level 2</td> <td style="text-align: center;">4-6</td> <td style="text-align: center;">4-6</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Level 1</td> <td style="text-align: center;">0-3</td> <td style="text-align: center;">0-3</td> <td style="text-align: center;">1</td> </tr> </tbody> </table> <p>AO1 [12]; AO2 [12]; AO3 [6]</p> <ul style="list-style-type: none"> • AO1: Candidates display knowledge and understanding of recent general election campaigns and the contribution made by campaigns to the outcome of elections. • Credit candidates who are able to use contemporary examples. 		AO1	AO2	AO3	Maximum	12	12	6	Level 4	10-12	10-12	5-6	Level 3	7-9	7-9	3-4	Level 2	4-6	4-6	2	Level 1	0-3	0-3	1	
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Level 1	0-3	0-3	1																							

Question Number	Answer	Max Mark
4 cont'd	<ul style="list-style-type: none"> • AO2: Candidates are able to discuss the importance of the campaign in deciding the outcome of recent general elections using the knowledge required for AO1. • The discussion will focus on the campaigns but also consider the importance of other factors which might have affected the result, for example, class, age, ethnicity. • Candidates may approach this question either by focusing on specific elections <u>or</u> by considering the importance of campaigns generally and using recent elections to illustrate their points. Either approach is acceptable. • Level 4 answers offer a balanced discussion of the importance of the campaign in deciding the outcome of the last three general elections. • Level 3 for candidates who make some attempt to discuss the importance of the campaign in deciding the outcome of the last three general elections, even if the answer has to be inferred. • Maximum bottom Level 3/top Level 2 for answers that provide only some discussion, or where the discussion lacks range and/or depth. For example, answers that simply describe recent campaigns with only a minimal attempt to discuss their importance in deciding the outcome of recent elections. • Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking range and/or depth. • Credit candidates who are able to use contemporary examples. • AO3: 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 clear explanations and to communicate these in a clear, structured manner, making use of appropriate political vocabulary; ◇ three marks should be used to credit spelling, punctuation and grammar. • 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. 	[30]

Question Number	Answer	Max Mark																								
5	<p data-bbox="371 293 1209 360">Discuss the view that class is no longer an important factor influencing the way people vote.</p> <p data-bbox="371 396 1230 463"><i>Specification: Factors associated with voting behaviour; Trends in voting behaviour; Key developments relating to voting behaviour.</i></p> <table data-bbox="384 495 1139 696"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Maximum</td> <td>12</td> <td>12</td> <td>6</td> </tr> <tr> <td>Level 4</td> <td>10-12</td> <td>10-12</td> <td>5-6</td> </tr> <tr> <td>Level 3</td> <td>7-9</td> <td>7-9</td> <td>3-4</td> </tr> <tr> <td>Level 2</td> <td>4-6</td> <td>4-6</td> <td>2</td> </tr> <tr> <td>Level 1</td> <td>0-3</td> <td>0-3</td> <td>1</td> </tr> </tbody> </table> <p data-bbox="371 730 759 763">AO1 [12]; AO2 [12]; AO3 [6]</p> <ul data-bbox="371 797 1262 1957" style="list-style-type: none"> • AO1: Candidates display knowledge and understanding of the relationship between class and voting but also of other factors commonly thought to influence voting behaviour, both long-term, for example, age, gender, ethnicity, region, and short-term, for example, the media, issues, campaigns, the record of the government. • They will also display knowledge of long-term trends in voting behaviour, for example, class dealignment and partisan dealignment and the rise in importance of short term factors. • Credit candidates who are able to use contemporary examples. • AO2: Candidates consider the arguments for and against the view that class is still an important factor influencing the way people vote using the knowledge required for AO1. • Reward focus and range, but distinguish between description (AO1) and analysis (AO2). • Level 4 answers offer a balanced discussion of the importance of class in recent elections, balancing evidence of class dealignment against the increased importance of other factors and evidence of continued class voting. • Level 3 for candidates who make some attempt to discuss the importance of class in recent elections, even if the answer has to be inferred. • Maximum bottom Level 3/top Level 2 for answers that provide only some discussion, or where the discussion lacks range and/or depth. For example, answers that simply describe the relationship between class and voting with only a minimal attempt to discuss whether it is still an important factor in voting behaviour. • Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking range and/or depth. • Credit candidates who are able to use contemporary examples. 		AO1	AO2	AO3	Maximum	12	12	6	Level 4	10-12	10-12	5-6	Level 3	7-9	7-9	3-4	Level 2	4-6	4-6	2	Level 1	0-3	0-3	1	
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Level 2	4-6	4-6	2																							
Level 1	0-3	0-3	1																							

Question Number	Answer	Max Mark
5 cont'd	<ul style="list-style-type: none">• AO3: 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 clear explanations and to communicate these in a clear, structured manner, making use of appropriate political vocabulary;◇ three marks should be used to credit spelling, punctuation and grammar.• 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.	[30]

The 12 mark Question 1(a)

	AO1	AO2	AO3
Maximum	12		
Level 4	10-12		
Level 3	7-9		
Level 2	4-6		
Level 1	0-3		

The 28 mark Question 1(b)

	AO1	AO2	AO3
Maximum	12	12	4
Level 4	10-12	10-12	4
Level 3	7-9	7-9	3
Level 2	4-6	4-6	2
Level 1	0-3	0-3	1

The 30 mark Questions 2-5

	AO1	AO2	AO3
Maximum	12	12	6
Level 4	10-12	10-12	5-6
Level 3	7-9	7-9	3-4
Level 2	4-6	4-6	2
Level 1	0-3	0-3	1

F852 Contemporary Government of the UK

Section A																										
Question Number	Answer	Max Mark																								
1 (a)	<p>Question: "Using the sources and your own knowledge describe the roles of the cabinet."</p> <p><i>Specification: The Executive: The Prime Minister: the Cabinet</i></p> <table> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Maximum</td> <td>12</td> <td></td> <td></td> </tr> <tr> <td>Level 4</td> <td>10-12</td> <td></td> <td></td> </tr> <tr> <td>Level 3</td> <td>7-9</td> <td></td> <td></td> </tr> <tr> <td>Level 2</td> <td>4-6</td> <td></td> <td></td> </tr> <tr> <td>Level 1</td> <td>0-3</td> <td></td> <td></td> </tr> </tbody> </table> <p>AO1 [12]</p> <ul style="list-style-type: none"> • AO1: Candidates display knowledge and understanding of the roles of the cabinet. • If only own knowledge or only the sources are used award a maximum of 8 marks. • For full marks expect to see a clear demonstration of both the candidates own knowledge and good use of both the sources. • For the role of the cabinet the sources suggest the coordinating role and strategic planning. Limiting the power of the PM is also suggested. Own knowledge might include collective responsibility for the actions of the government as a whole and possibly expect some of Burch's other functions of information, arbitration and confirmation. The work of cabinet committees should also be rewarded. Credit obviously any reference to the decreased use under Blair and Brown. Cabinet membership also gives status to a role, eg Chief Secretary to the Treasury. • Credit candidates who are able to use contemporary examples. 		AO1	AO2	AO3	Maximum	12			Level 4	10-12			Level 3	7-9			Level 2	4-6			Level 1	0-3			[12]
	AO1	AO2	AO3																							
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Section A																										
Question Number	Answer	Max Mark																								
1 cont'd (b)	<p>Question: Using the sources and your own knowledge discuss the view that there are too few limits on the power of the prime minister.</p> <p><i>Specification: The Prime Minister: limits</i></p> <table border="0"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Maximum</td> <td>12</td> <td>12</td> <td>4</td> </tr> <tr> <td>Level 4</td> <td>10-12</td> <td>10-12</td> <td>4</td> </tr> <tr> <td>Level 3</td> <td>7-9</td> <td>7-9</td> <td>3</td> </tr> <tr> <td>Level 2</td> <td>4-6</td> <td>4-6</td> <td>2</td> </tr> <tr> <td>Level 1</td> <td>0-3</td> <td>0-3</td> <td>1</td> </tr> </tbody> </table> <p>AO1 [12]; AO2 [12]; AO3 [4]</p> <ul style="list-style-type: none"> • AO1: Candidates display, implicitly or explicitly, knowledge and understanding of the limits on the power of the prime minister. • They also display knowledge and understanding of the evidence that Parliament and party, public opinion and the media, as suggested in Source 2 can be barriers, and the sheer size of the whole operation suggested in the first source. Other factors such as 'events', the size of the majority, quality of opposition could be mentioned. Some might well mention (and be rewarded for) the role of Brown in the Blair governments. • If only one of 'sources' or 'own knowledge' is used award up to a maximum of 8 marks. • Credit candidates who are able to use contemporary examples. • AO2: Candidates must discuss in a balanced way the issue of whether there are 'too few limits' to the power of the prime minister. Reward highly any candidate who reflects on what are 'too few' or 'too many' might be and at least thinks about what amount of 'power' is needed to do the job expected, in a democracy. • Reward focus and balance, but distinguish between description (AO1) and analysis (AO2). • Level 4 answers offer a discussion that is clearly focused on the limits to the powers of the prime minister and there is some attempt at a balanced analysis. Strong arguments either way can gain L4 but be careful to ensure that there is at least awareness of opposing views for this level. • Level 3 for candidates who do 'discuss with at least an implicit answer. • Maximum bottom Level 3 for a totally one-sided (however good) approach. • Maximum Level 2 for candidates who provide answers which are short, poorly focused, lacking range and/or depth. • Credit candidates who are able to use contemporary examples. 		AO1	AO2	AO3	Maximum	12	12	4	Level 4	10-12	10-12	4	Level 3	7-9	7-9	3	Level 2	4-6	4-6	2	Level 1	0-3	0-3	1	
	AO1	AO2	AO3																							
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Level 1	0-3	0-3	1																							

Section A																										
Question Number	Answer	Max Mark																								
1 (b) cont'd	<ul style="list-style-type: none"> • AO3: 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 clear explanations and to communicate these in a clear, structured manner, making use of appropriate political vocabulary ◇ two marks should be used to credit spelling, punctuation and grammar. • 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. 	[28]																								
2	<p>Question: “Discuss how effectively Parliament checks the executive”</p> <p><i>Specification: Legislatures: roles and functions</i></p> <table style="margin-left: 40px;"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Maximum</td> <td>12</td> <td>12</td> <td>6</td> </tr> <tr> <td>Level 4</td> <td>10-12</td> <td>10-12</td> <td>5-6</td> </tr> <tr> <td>Level 3</td> <td>7-9</td> <td>7-9</td> <td>3-4</td> </tr> <tr> <td>Level 2</td> <td>4-6</td> <td>4-6</td> <td>2</td> </tr> <tr> <td>Level 1</td> <td>0-3</td> <td>0-3</td> <td>1</td> </tr> </tbody> </table> <p>AO1 [12]; AO2 [12]; AO3 [6]</p> <ul style="list-style-type: none"> • AO1: Candidates display knowledge and understanding of how Parliament (NB Parliament <u>not just the House of Commons</u>) can check the Executive for example: <ul style="list-style-type: none"> ◇ debates and questions ◇ committees ◇ ombudsman ◇ voting on bills, abstention ◇ motions of No Confidence. • Expect to see at least some mention of the Lords for L4. • Credit candidates who are able to use contemporary examples. • AO2: Candidates make a case both for and against the view that Parliament can check the Executive effectively using the knowledge required for AO1. Reward highly any candidate who thinks about what an ‘effective’ check is, and even hints at the ‘democracy v efficiency’ issue. • The sort of points that might be raised ‘for’ effective are the work of Select Committees, the Lords’ delay ability, Questions, both written and oral etc. Backbench pressure on key issues. The points against might be the role of the Whips, ability to go to war without a decision from Parliament, the ability of a government with a majority to ‘win’ virtually everything and dominate the agenda of Parliament. 		AO1	AO2	AO3	Maximum	12	12	6	Level 4	10-12	10-12	5-6	Level 3	7-9	7-9	3-4	Level 2	4-6	4-6	2	Level 1	0-3	0-3	1	[12]
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Level 1	0-3	0-3	1																							

Section A		
Question Number	Answer	Max Mark
2 cont'd	<ul style="list-style-type: none"> • Reward focus and range, but distinguish between descriptions (AO1) and analysis (AO2). • Level 4 answers offer a convincing case for or against the view that Parliament checks the executive effectively. • A totally one sided argument showing no awareness of an alternative view cannot get more than the bottom of L3. • Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking range and/or depth. • Credit candidates who are able to use contemporary examples. • AO3: 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 clear explanations and to communicate these in a clear, structured manner, making use of appropriate political vocabulary; ◇ Three marks should be used to credit spelling, punctuation and grammar. • 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. 	[30]

Section B		
Question Number	Answer	Max Mark
3	<p>Question “Discuss the view that the constitutional reforms since 1997 have been of limited impact”</p> <p><i>Specification: Constitutional reform. Major reforms since 1997.</i></p> <p>AO1 [12]; AO2 [12]; AO3 [6]</p> <ul style="list-style-type: none"> • AO1: Candidates display knowledge and understanding of the major constitutional reforms, for example: <ul style="list-style-type: none"> ◇ the reforms to the House of Lords ◇ devolution to Scotland, Wales and Northern Ireland ◇ elected mayor of London and Chief Executives ◇ HR Act, Freedom of Information Act ◇ legislation arising out of the ‘war on terror’ ◇ increased use of referendums ◇ changes to the electoral system ◇ The Constitutional Reform Act of 2005 ◇ the Brown proposals of 2007. • Credit candidates who are able to use contemporary examples. • AO2: Candidates make a case for or against the view that these reforms have been of limited importance using the knowledge required for AO1. <p>Possible points ‘for’ include:</p> <ul style="list-style-type: none"> • No changes to electoral system for UK general elections. • Limited nature of devolved power. • No referendums on Constitution. • Lords reform limited and unfinished. • Lords reform highly limited and unfinished. <p>Possible points ‘against’</p> <ul style="list-style-type: none"> • Range of areas undertaken. • Growing strength of nationalism in Scotland. • Benefits of electoral changes seen in Scotland. • Devolution now embedded. • Reward focus and range, but distinguish between description (AO1) and analysis (AO2). • Level 4 answers offer a convincing case for or against the view, both cases being clearly developed. • Candidates, however good at one side of the argument, cannot get beyond L3 for a totally one sided approach. • Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking range and/or depth. • Credit candidates who are able to use contemporary examples • AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar. 	

Section B		
Question Number	Answer	Max Mark
3 cont'd	<ul style="list-style-type: none"> • Where a full-length answer is provided: <ul style="list-style-type: none"> ◇ three marks should be used to credit the ability to construct clear explanations and to communicate these in a clear, structured manner, making use of appropriate political vocabulary ◇ Three marks should be used to credit spelling, punctuation and grammar. • 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 AO3. 	[30]
4	<p>Question 'Make out a case for and against the view that the most important role of the judiciary is defending the rights and liberties of citizens'</p> <p><i>Specification The Judiciary. Role and powers</i></p> <p>AO1 [12]; AO2 [12]; AO3 [6]</p> <ul style="list-style-type: none"> • AO1: Candidates display knowledge and understanding of the role of the judiciary for example: <ul style="list-style-type: none"> ◇ interpret the laws ◇ judicial review ◇ The Constitutional Reform Act of 2005 ◇ involvement in House of Lords ◇ appellate work ◇ maintain independence from the executive ◇ deal with controversial enquiries eg Lawrence ◇ review legislation etc as a result of incorporation of ECHR into UK law ◇ defending Rights and Liberties of UK citizens. • Credit candidates who are able to use contemporary examples and are aware of the recent changes eg in approach of judges and the Ministry of Justice etc. • AO2: Candidates make a case each way for and against the above view using the knowledge required for AO1: reward highly a candidate who has a clear grasp of the separation of powers and deals with difficult concepts such as the importance of judges remaining independent of the executive and the legislature. • Possible points 'for' include the work on defending the rights and liberties - ranging from those of asylum seekers to women seeking equal pay and pensions: in restraining both executive at all levels and the legislatures at all levels including Scotland and local councils all the way down to Head teachers trying to select on grounds of ability! • Possible points 'against' include the whole issue of interpretation of the law, remaining independent of the executive, judicial review and dealing with nightmare issues like Princess Diana's inquest. 	

Section B		
Question Number	Answer	Max Mark
4 cont'd	<ul style="list-style-type: none"> • Reward focus and range, but distinguish between description (AO1) and analysis AO2). • Level 4 answers offer a convincing case each way. However good one side of the argument is there had to be genuine attempts to consider the alternative view of L4. • Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking range and/or depth. • Credit candidates who are able to use contemporary examples and show a real grasp of this complex topic. • AO3: 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 clear explanations and to communicate these in a clear, structured manner, making use of appropriate political vocabulary ◇ three marks should be used to credit spelling, punctuation and grammar. • Where answers are short, examiners must use their judgement: a very short answer which meets the above criteria should not necessarily be awarded full mark for AO3. 	[30]
5	<p>Question “Discuss the impact EU membership has had on the UK government and constitution”</p> <p><i>Specification: The impact of membership of the EU on the British government, politics and constitution</i></p> <p>AO1 [12]; AO2 [12]; AO3 [6]</p> <ul style="list-style-type: none"> • AO1: Candidates display knowledge and understanding of the impact of membership on the UK for example: <ul style="list-style-type: none"> ◇ legislature ◇ executive ◇ judiciary ◇ politics and parties (acceptable here) ◇ sovereignty ◇ the Lisbon Treaty ◇ changes to QMV etc. • Credit candidates who are able to use contemporary examples. • AO2: Candidates make a case for and against the view using the knowledge required for AO1. • Possible points ‘against’ are the supremacy of EU legislation in specified areas-international trade-employment - the list is huge. Sovereignty has been fundamentally shifted. • Possible points ‘for’ will deal with the subsidiary issue and the range of issues that are dealt with at national, regional and local level and the type of issues such as health and education. Credit also those who stress that decisions are taken where the UK is represented. 	[30]

Section B		
Question Number	Answer	Max Mark
5 cont'd	<ul style="list-style-type: none"> • Reward focus and range, but distinguish between description (AO1) and analysis (AO2). • Level 4 answers offer a convincing case for each way, but are tolerant to those who find it hard to argue that it has limited impact. Scrutinise those answers which focus purely on the political impact for relevance. Take care to ignore the prejudice that inevitably seems to occur with this topic. • Totally one-sided answers, however good, cannot get beyond L3. • Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking range and/or depth. • Credit candidates who are able to use contemporary examples and demonstrate a genuinely balanced view towards the subject. • AO3: 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 clear explanations and to communicate these in a clear, structured manner, making use of appropriate political vocabulary ◇ three marks should be used to credit spelling, punctuation and grammar. • Where answers are short, examiners must use their judgement: a very short answer which meets the above criteria should not necessarily be awarded full mark for AO3. 	

Grade Thresholds

Advanced GCE (Subject) (Aggregation Code(s))
January 2009 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F851	Raw	100	77	67	57	47	38	0
	UMS	100	80	70	60	50	40	0
F852	Raw	100	80	70	60	50	40	0
	UMS	100	80	70	60	50	40	0

No candidates aggregated this series

For a description of how UMS marks are calculated see:
http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
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