

Government and Politics

Advanced GCE A2 H495

Advanced Subsidiary GCE AS H095

Mark Schemes for the Units

June 2009

HX95/MS/R/09

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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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F851 Contemporary Politics of the UK

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

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.

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 differences.

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, they cannot be regarded as definitive and the professional judgement and training of individual examiners will inevitably 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.

Examiners must refer to the OCR booklet *Instructions to Examiners* issued in each examination session for details about administrative procedures.

Marks

The maximum mark for this paper is **100**.

	AO1	AO2	AO3	Total
Q1(a)	12			12
Q1(b)	12	12	4	28
Q2	12	12	6	30
Q3-5	12	12	6	30
Total	48	36	16	100

Section A		
Question Number	Answer	Max Mark
1	<p>(a) Using the sources and your own knowledge, outline what is meant by a one-party system, a two-party system, a multi-party system and a dominant-party system.</p> <p><i>Specification: One-, two-, multi-party and dominant party systems.</i></p> <p>AO1 [12]</p> <ul style="list-style-type: none"> • AO1: Candidates display knowledge and understanding of a one-party system, a two-party system, a multi-party system and a dominant-party system, along the lines that: <ul style="list-style-type: none"> ○ in one-party systems only one party is allowed to contest elections and form governments (own knowledge); ○ in two-party systems a number of parties may exist, but normally only two have a real chance of forming a government on their own (own knowledge and Source A); ○ in multi-party systems a number of parties exist, but none is normally able to form a government without the support of another (own knowledge and Source A); ○ in a dominant-party system, although many parties may contest elections, one party monopolises power for significant periods of time (own knowledge and Source A). • Full marks should be awarded for candidates who define one-, two-, multi-party and dominant party systems in such a way that the differences are clear, even if this is not made explicit. • Award up to three 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. 	[12]
	<p>(b) Using the sources and your own knowledge, discuss the view that political parties no longer have an important role to play in British politics.</p> <p><i>Specification: Political parties: Roles and functions. Parties and the democratic process. Key developments within and relating to political parties.</i></p> <p>AO1 [12]; AO2 [12]; AO3 [4]</p>	

Section A		
Question Number	Answer	Max Mark
1 (b) cont'd	<ul style="list-style-type: none"> • AO1: Candidates display, implicitly or explicitly, knowledge and understanding of the role of political parties in the British political system, for example, in: <ul style="list-style-type: none"> ○ aggregating and articulating interest, or not (own knowledge); ○ allowing and encouraging participation in the political process or not (own knowledge and source B); ○ offering choice at elections, or not (own knowledge and source A); ○ providing and organising government (own knowledge); ○ providing scrutiny of the government, or not (own knowledge); ○ providing accountability, or not (own knowledge); ○ educating the electorate in the issues of the day, or not (own knowledge). • 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 discuss the role of parties in the British political system and their importance. • Reward focus and balance, but distinguish between description (AO1) and analysis (AO2). • Level 4 answers offer a balanced discussion of the importance of the roles played by political parties in the British political system, for example, by considering the extent to which parties offer choice, channel the interests of the electorate, effectively hold the government to account, encourage participation and whether some of these roles are now being better performed by pressure groups and the media. • Level 3 for candidates who make some attempt to discuss the importance of political parties in the British political system, even if an 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 outline what parties do without attempting to assess the importance of their roles. • 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"> ○ 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]

Section A		
Question Number	Answer	Max Mark
2	<p>Discuss the importance of the factors that may contribute to the success of a pressure group.</p> <p><i>Specification: Pressure groups. Impact and success.</i></p> <p>AO1 [12]; AO2 [12]; AO3 [6]</p> <ul style="list-style-type: none"> • AO1: Candidates display knowledge and understanding of what a pressure group is and the factors that may contribute to their success, for example, achievability of aims, membership, resources (organisational, monetary, staff), economic and social leverage, strategies, contacts, degree of compatibility with the government of the day, degree of public support and intensity of belief. • Credit candidates who are able to use contemporary examples. • AO2: Candidates discuss the factors associated with pressure group success 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 the various factors that may contribute to the success of a pressure group, for example, by considering the value of a large membership, large resources or close contacts with decision-makers. • Level 3 for candidates who make some attempt to discuss the importance of the various factors that may contribute to the success of a pressure group, 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 methods used by pressure groups with only a minimal attempt to discuss their importance to pressure group success. • 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 A		
Question Number	Answer	Max Mark
3	<p>Discuss the view that referendums should be used more often in the United Kingdom.</p> <p><i>Specification: Referenda. Key developments relating to electoral systems and referenda.</i></p> <p>AO1 [12]; AO2 [12]; AO3 [6]</p> <ul style="list-style-type: none"> • AO1: Candidates display knowledge and understanding of referendums and the use made of them in the UK to date. • Credit candidates who are able to use contemporary examples. • AO2: Candidates discuss the case for and against the more frequent use of referendums 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 whether greater use should be made of referendums, for example, by contrasting the value of the greater legitimacy a decision would have with problems of low turnout or close results. • Level 3 for candidates who make some attempt to discuss whether there should be a greater use of referendums, 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 history of referendums in the UK with only a minimal discussion of whether they should be used more often. • 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
4	<p>How democratic are elections for the House of Commons?</p> <p><i>Specification: British parliamentary elections and democracy; Contribution to the democratic process; criticisms.</i></p> <p>AO1 [12]; AO2 [12]; AO3 [6]</p> <ul style="list-style-type: none"> • AO1: Candidates display knowledge and understanding of how the House of Commons is elected, for example: <ul style="list-style-type: none"> ○ the timing and choice of election date; ○ determination of constituency boundaries; ○ who can stand; ○ who can vote; ○ the first-past-the-post system; ○ funding; ○ recent outcomes. • They should also display some understanding of what might be meant by democracy in this context, for example, not just rule of, or by, the people, but representativeness, accountability, openness, legitimacy, mandate etc. • Credit candidates who are able to use contemporary examples. • AO2: Candidates consider how democratic elections for the Commons are 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 how democratic Commons' elections are by considering, for example: <ul style="list-style-type: none"> ○ the franchise; ○ qualifications to stand; ○ determination of constituency boundaries; ○ timing and choice of election date; ○ resources available to candidates; ○ the role of the media; ○ the voting system; ○ choice for the electorate; ○ proportionality of the results. • Reward candidates who consider what 'democratic' might mean in this context. • Level 3 for candidates who make some attempt to discuss how democratic elections for the Commons are, 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 present system with only minimal discussion of how democratic it is. • 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. 	

Section B		
Question Number	Answer	Max Mark
4 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]
5	<p>Discuss the view that the decline in turnout at elections is the most important trend in voting behaviour.</p> <p><i>Specification: Trends in voting behaviour. Key developments relating to voting behaviour.</i></p> <p>AO1 [12]; AO2 [12]; AO3 [6]</p> <ul style="list-style-type: none"> • AO1: Candidates display knowledge and understanding of recent trends in voting behaviour, including the decline in turnout at Westminster elections, low turnout in many non-Westminster elections, partisan dealignment, class dealignment, decline in support for the two major parties and growth in support for the Liberal Democrats, regional and other parties, increased voter volatility, tactical voting and protest voting. • Credit candidates who are able to use contemporary examples. • AO2: Candidates discuss the relative importance of the decline in turnout 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 trends in voting behaviour including those listed under AO1 as well as, for example, class and partisan dealignment. • Level 3 for candidates who make some attempt to discuss trends in voting behaviour, 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 factors affecting voting behaviour with only a minimal discussion of whether decline in turnout is the most important trend. • 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. 	

Section B		
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

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GENERAL MARKING INSTRUCTIONS

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Examiners should also credit answers which display knowledge and understanding of:

- current examples;
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- 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 principle 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.

Section A																										
Question Number	Answer	Max Mark																								
1 (a)	<p>Using the sources and your own knowledge, describe the role of Public Bill (Standing) and Departmental Select Committees of the House of Commons.</p> <p><i>Specification: Legislature. Committees.</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></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 Public Bill and Select Committees. The sources suggest several points: <ul style="list-style-type: none"> ◇ the Select Committee on Education, lobbying and scrutiny; ◇ the Committee stage in 2 – amendments Whips on; ◇ the report stage dealing with amendments-usually minor; ◇ the ‘Limited power’ in Source 3. • Own knowledge might include the monitoring/scrutiny roles of Select Committees and the more important role of the Public Bill Committees in private members bills and making concessions to backbench opposition in major legislation. • Don’t insist on totally equal treatment of both, a candidate who is very good on Select Committees can get to L4 and vice versa. If only one of ‘sources’ or ‘own knowledge’ is used, award up to a maximum of 8 marks. Don’t insist on using all three sources for L4. • Credit candidates who are able to use contemporary examples from the UK, particularly on the work of Select Committees. 		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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(b)	<p>Using the sources and your own knowledge, discuss how well the House of Commons performs its functions.</p> <p><i>Specification: Legislatures; roles and functions.</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 roles and functions of the House of Commons. 		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	
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Section A		
Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> • They also display knowledge and understanding of the evidence from the sources as example: <ul style="list-style-type: none"> • representation; • legislation; • scrutiny; • debate. • Own knowledge might include issues like legitimisation and opposition, the Iraq War. • 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 the central issue of how well the commons performs its functions. A clear answer is looked for with points made each way with relevant supportive detail. • Reward focus and balance, but distinguish between description (AO1) and analysis (AO2). • Reward highly any attempt to approach the question conceptually. What is a 'good performance' in a democracy? What is actually possible given the expectation that the elected government can carry out its tasks efficiently etc. • Points 'for' arguing that the Commons performs well may look at the ability to question and debate, the work of Select Committees and Public Accounts etc. • Possible cases against may be based on the points made in Source 3 about where decisions are made and the Whips' control. • Level 4 answers offer a discussion that is clearly focused on the quality of performance of the Commons and there is a clear attempt at a balanced analysis. There must be a clear picture of what is done well and what is not done well. • Level 3 for candidates who have at least an implicit answer and some attempt at balance. • Maximum L3 for a totally one-sided (however good) approach. • Maximum L2 for candidates who provide answers which are short, poorly focused, 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"> ◊ 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]

Section A																										
Question Number	Answer	Max Mark																								
2	<p>Discuss the view that the conventions of collective and individual ministerial responsibility are no longer important.</p> <p><i>Specification: The Executive. Collective responsibility. Ministerial responsibility.</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>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 both collective and ministerial responsibility, for example: <ul style="list-style-type: none"> ◇ a clear definition of CR, what it is and who it applies to; ◇ a clear definition of ministerial responsibility, what it is and who it applies to; where the 'buck' stops between ministers and civil servants; ◇ expect examples of both for L4, eg resignations and enforcement; ◇ expect awareness of what a 'convention' is; ◇ broader awareness of the issue of accountability in a democracy. • Credit candidates who are able to use contemporary examples. • AO2: Candidates make a case both for and against the view that these conventions are no longer important using the knowledge required for AO1. It is not essential to allocate equal amounts of time to each of the conventions for L4. • Possible points for CR may include: <ul style="list-style-type: none"> • the need for unity if only apparent; • the need to share responsibility for difficult and unpopular decisions. • Possible points for MR might include: <ul style="list-style-type: none"> • public accountability; • quality behaviour from those involved at the top of public life; • full awareness of where the 'buck' stops. • Reward focus and range, but distinguish between descriptions (AO1) and analysis (AO2). • Level 4 answers offer a convincing case for or against both conventions being important or otherwise. They may argue that one is and the other is not. As with AO1 don't expect equal coverage of both, but there must be balance and reasonably thorough treatment of both at this level. • If totally one sided or only dealing with one of the conventions then L3 is the maximum. • Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking range and/or depth. 		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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Section A		
Question Number	Answer	Max Mark
	<ul style="list-style-type: none"> • Credit candidates who are able to use contemporary examples. 	
	<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]

Section B																										
Question Number	Answer	Max Mark																								
3	<p>Discuss the case both for and against the UK continuing with its unwritten constitution.</p> <p><i>Specification: Characteristics of constitutions; written and unwritten constitutions.</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>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 the UK's unwritten constitution, for example: <ul style="list-style-type: none"> ◇ how it has evolved; ◇ why it is 'unwritten'; ◇ how it differs from a written one; ◇ awareness of the 'rigid' and 'flexible' issues. • Credit candidates who are able to use contemporary examples, eg the Lisbon Treaty. • AO2: Candidates make a case each way on the written/unwritten issue. <p>Possible points 'for' include:</p> <ul style="list-style-type: none"> • better protection of rights and liberties; • preventing government simply changing constitutions to suit its needs, the Lord Chancellor issue for example; • role clarification eg Gouriet affair; • update and bring into line with rest of Europe. <p>Possible points 'against':</p> <ul style="list-style-type: none"> • never get agreement, look at experiences with Lords over the decades; • might cause endless controversy eg monarchy and hereditary principle; • not needed - present system works and there is no demand for writing it. • Reward focus and range, but distinguish between description (AO1) and analysis (AO2). • Level 4 answers offer a convincing case each way. There must be a clear answer to the question and thorough coverage of both cases. • Level 3 maximum for a totally one sided answer - however good. Or one which delivers only an implicit answer. • 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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4	<p>To what extent is the UK judiciary independent?</p> <p><i>Specification: The Judiciary. Relationship between the judiciary, the executive and legislature.</i></p> <table border="1"> <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 what is meant by the ‘independence of the judiciary’, the current relationship between the judiciary and the ‘politicians’, for example: <ul style="list-style-type: none"> ◇ the appointment, promotion and dismissal of judges; ◇ the independence of the judiciary; ◇ judicial review and the ability it gives to the judiciary to challenge government and ministers; ◇ concepts like accountability, impartiality, democracy; ◇ the Constitutional Reform Act of 2005. • Credit candidates who are able to use contemporary examples. • AO2: Candidates have a clear grasp of what judicial ‘independence’ involves and give an answer to the issue of ‘extent’. • Possible points might include: <ul style="list-style-type: none"> • the areas where the judiciary is free from control and accountability and areas where it is not; • actual judgements; • decisions to prosecute; • appointment and dismissal of judges; • scope of judicial review; • the actual relationship between the elected politician and the appointed judge. • Reward focus and range, but distinguish between description (AO1) and analysis (AO2). • Clear focus on “extent” for L4. • Totally one sided answers do not merit more the low L3, however well done. • 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. 		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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5	<p>Discuss the UK's role in the decision making processes of the EU.</p> <p><i>Specification: The EU. The structure of the EU. How decisions are made.</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>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 the decision making process of the EU for example: <ul style="list-style-type: none"> ◇ The Council; ◇ The Council of Ministers; ◇ The Commission; ◇ The European parliament; ◇ The ECJ; ◇ COREPER; ◇ pressure group access; ◇ the role of the UK executive and legislature; ◇ QMV, opt-outs; ◇ the federal structure. • Credit candidates who are able to use contemporary examples. • AO2: Candidates identify and explain the role that the UK at all levels can play in the decision making process of the EU using the knowledge required for AO1. The emphasis of the answer should be on explanation and commenting on the nature and extent of that role. • Possible points might include: <ul style="list-style-type: none"> • the appointment of commissioners and key civil servants according to national 'quotas'; • the role of the council and the council of ministers; • the work of the EU parliament and the UK reps there; • the ability of the UK legislature to review EU legislation. • Reward focus and range, but distinguish between description (AO1) and analysis (AO2). • Level 4 answers demonstrate a real awareness of the nature and extent of the role and how the UK government and its citizens can be involved. • L3 answers show some grasp but have a limited range of points made. • 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. 		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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Grade Thresholds

Advanced GCE Government and Politics (H495)
 Advanced Subsidiary GCE Government and Politics (H095)
 June 2009 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F851	Raw	100	74	65	56	47	39	0
	UMS	100	80	70	60	50	40	0
F852	Raw	100	73	63	54	45	36	0
	UMS	100	80	70	60	50	40	0

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
H095	200	160	140	120	100	80	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
H095	23.4	44.7	61.8	77.6	88.3	100.0	777

777 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.

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