

Government and Politics

Advanced Subsidiary GCE

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

Mark Scheme for January 2011

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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.

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- 1 (a) Using the sources and your own knowledge, describe the membership of the House of Lords.

Specification: The Lords; membership.

	AO1
Maximum	12
L4	10-12
L3	7-9
L2	4-6
L1	0-3

AO1 [12]

Candidates display knowledge and understanding of membership of the House of Lords. The sources suggest several points which could be developed:

- Life peers
- Bishops
- Gender
- Partisan appointments.

Own knowledge might include:

- Social background
- Ethnicity
- Age
- Life/hereditary element
- 'Political appointments'.

Credit candidates who show awareness of contemporary developments such as changes in the light of recent elections or developments in the membership of the Lords.

The focus of the answers should be on the membership. Do not insist on comprehensive use of the sources and obvious other factors/own knowledge for L3 or L4. A candidate who develops the points raised in the sources effectively, and adds their own detailed knowledge to those points, or a candidate who makes limited use of the sources but keeps it relevant and raises a wide range of other points [unlikely?], can also get into L4.

[12]

- (b) Using the sources and your own knowledge, discuss the need for parliamentary reform.

Specification: The Commons and the Lords. Key developments in parliament and parliamentary reform.

	AO1	AO2	AO3
Maximum	12	12	4
L4	10-12	10-12	4
L3	7-9	7-9	3
L2	4-6	4-6	2
L1	0-3	0-3	1

AO1 [12]; AO2 [12]; AO3 [4]

AO1

The sources suggest a variety of possible reforms for Parliament, such as:

- Membership of the Lords
- Selection for the Lords
- Representation (of lack of)
- Age/gender/ethnicity issues
- Partisan domination
- Abolition of the second chamber
- Accountability
- Executive scrutiny
- Payment of MPs
- More power to backbenchers.

Own knowledge could cover a wide range of possible points, such as:

- Election
- Executive domination
- Expenses
- Role of whips
- Private members time
- Sovereignty
- Separation of powers etc
- The list could be very long indeed, so be prepared to credit candidates who adopt an independent, but relevant, slant.

Maximum L2 for Lords only. Maximum L3 (8) for Commons only.

AO2

Candidates must discuss the central issue of parliamentary reform. There are a variety of possible approaches:

- Arguing that it is necessary, giving reasons why it is, and also reasons for other possible reforms not being as important.
- Arguing why it is not necessary, giving reasons, and arguing that another possible reform is more important, and giving reasons why it is more important.
- Arguing that either the Commons or the Lords is in need of reform, but not the other.

Credit highly any attempt to discuss the degree of necessity. The fact that an essay has only a limited focus on the Commons should not in any way be a deterrent to L4 if a good range of other 'necessary' reforms are discussed.

- L4 answers should be clearly focussed on necessary parliamentary reforms and show a clear attempt at a balanced analysis.
- L3 answers should show some balance and reasonable focus.
- Maximum L3 for a totally one sided (however good) approach.
- Maximum L2 for answers which lack balance/focus/range 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, grammar and punctuation.
- Where a full length answer is provided:
 - ◊ Half the marks should be used to credit the ability to construct clear explanations and to communicate these in a clear, structured manner, making use of the appropriate vocabulary
 - ◊ Half the marks should be used to credit spelling, grammar and punctuation.
- Where answers are short, examiners must use their judgement: a very short answer which meets the above criteria should not necessarily be awarded full marks for AO3.
- Care must be taken not to penalise candidates for stylistic failings twice over, under AO2 and AO3.

[28]

2 Discuss the view that the cabinet is no longer an important part of the executive of the UK.

Specification: The cabinet; role, membership, structure. The Prime Minister; relationship with the cabinet.

	AO1	AO2	AO3
Maximum	12	12	6
L4	10-12	10-12	5-6
L3	7-9	7-9	3-4
L2	4-6	4-6	2
L1	0-3	0-3	1

AO1 [12]; AO2 [12]; AO3 [6]

AO1

- Candidates display knowledge and understanding of the role of the cabinet.
- Expect to see knowledge of cabinet roles such as:
 - ◊ co-ordination
 - ◊ strategic leadership
 - ◊ decision making
 - ◊ policy endorsement
 - ◊ crisis management
 - ◊ linkage between party-parliament-executive
 - ◊ brake on PM
 - ◊ interdepartmental dispute management.

- Details on:
 - ◊ PM
 - ◊ Policy Unit
 - ◊ 'Presidential' Prime Ministers
 - ◊ Individual PM styles may also be relevant.
- Knowledge of cabinet system and cabinet committees.
- Cabinet membership and the formal structure of cabinet government.
- Expect to see, and credit appropriately, recent examples from Blair onwards.

AO2

- Candidates will make a case both for and against the view that the cabinet is no longer an important part of the executive.
- There is obviously no 'right' answer to the question and recent developments may well have enhanced or depressed the status of the cabinet.
- For L4 there needs to be effective consideration of the current role of the cabinet and an examination of other institutions which may now 'outrank' it.
- Examine carefully those who base their answers on enhanced Prime Ministerial power to ensure that the cabinet gets appropriate coverage.
- L4 answers should be clearly focussed on the cabinet and show a clear attempt at a balanced analysis.
- L3 answers should show some balance and reasonable focus.
- Maximum L3 for a totally one sided (however good) approach.
- Maximum L2 for answers which lack balance/focus/range 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, grammar and punctuation.
- Where a full length answer is provided:
 - ◊ Half the marks should be used to credit the ability to construct clear explanations and to communicate these in a clear, structured manner, making use of the appropriate vocabulary
 - ◊ Half the marks should be used to credit spelling, grammar and punctuation.
- Where answers are short, examiners must use their judgement: a very short answer which meets the above criteria should not necessarily be awarded full marks for AO3.
- Care must be taken not to penalise candidates for stylistic failings twice over, under AO2 and AO3.

[30]

3 Discuss the view that further constitutional reform is needed in the UK.

Specification: Constitutional reform; major reforms since 1997.

	AO1	AO2	AO3
Maximum	12	12	6
L4	10-12	10-12	5-6
L3	7-9	7-9	3-4
L2	4-6	4-6	2
L1	0-3	0-3	1

AO1 [12]; AO2 [12]; AO3 [6]

AO1

- Candidates will display knowledge and understanding of the constitution and the current debate on its reform.
- The possible reforms could range from:
 - ◊ The written/unwritten debate
 - ◊ Leaving the EU/federalism
 - ◊ Issues concerning the separation of powers
 - ◊ Issues concerning a bill of rights
 - ◊ Issues concerning executive domination/executive scrutiny and accountability
 - ◊ State funding of parties
 - ◊ Increased use of the referendum
 - ◊ Electoral reform.
- Be prepared to credit any reasonable suggestion.
- Awareness of recent reforms should also be credited, such as:
 - ◊ The reforms to the House of Lords
 - ◊ Devolution
 - ◊ Human Rights Act
 - ◊ Constitutional Reform Act of 2005
 - ◊ The implications of the Lisbon Treaty
 - ◊ The use of the referendum
 - ◊ Credit candidates who make effective use of recent examples.

AO2

- Candidates will make a case both for and against further reform.
- There is a large range of possible directions the essay could take. Those who argue that actually writing the constitution is the most necessary, and give good reasons for it, and primarily focus on this issue, can get to L4 provided there is at least some balance and some consideration of other possible reforms.
- Those who argue strongly that there are other more important reforms (such as those listed above) can equally well get to L4 and there is no requirement for them to deal with electoral reform in any detail.
- L4 answers should be clearly focussed on constitutional reform and show a clear attempt at a balanced analysis.
- L3 answers should show some balance and reasonable focus.
- Maximum L3 for a totally one sided (however good) approach.
- Maximum L2 for answers which lack balance/focus/range 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, grammar and punctuation.
- Where a full length answer is provided:
 - ◊ Half the marks should be used to credit the ability to construct clear explanations and to communicate these in a clear, structured manner, making use of the appropriate vocabulary
 - ◊ Half the marks should be used to credit spelling, grammar and punctuation.
- Where answers are short, examiners must use their judgement: a very short answer which meets the above criteria should not necessarily be awarded full marks for AO3.
- Care must be taken not to penalise candidates for stylistic failings twice over, under AO2 and AO3.

[30]

4 Discuss the view that having an independent judiciary is the best method of protecting the rights and liberties of UK citizens.

Specification: Rights and liberties in the UK. The role of the judiciary.

	AO1	AO2	AO3
Maximum	12	12	6
L4	10-12	10-12	5-6
L3	7-9	7-9	3-4
L2	4-6	4-6	2
L1	0-3	0-3	1

AO1 [12]; AO2 [12]; AO3 [6]

AO1

- Candidates will display knowledge and understanding of the role of the judiciary in protecting rights and liberties in the UK, particularly judicial review.
- Candidates should show awareness of what an 'independent' judiciary is and the extent to which it exists in the UK.
- There should be awareness of the recent changes in the status of the judiciary.
- Other possible 'defenders' might be:
 - ◊ Parliament
 - ◊ The media
 - ◊ Pressure groups
 - ◊ Bill of Rights/written constitution
 - ◊ Attitudes of executive/police etc.
- Credit candidates who give contemporary examples.

AO2

- Candidates should make a case both for and against the view that an independent judiciary is the best method of protecting rights and liberties in the UK.
- There are several possible answers and credit should be given to those who make a balanced case which has a good focus on how to defend rights and liberties.
- Those who argue for strengthening the powers of parliament or creating an easily enforceable and easily understood Bill of Rights should also be able to get to L4 provided that the issue of judicial independence is considered.

- L4 answers should be clearly focussed on the protection of rights and liberties and show a clear attempt at a balanced analysis.
- L3 answers should show some balance and reasonable focus.
- Maximum L3 for a totally one sided (however good) approach.
- Maximum L2 for answers which lack balance/focus/range 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, grammar and punctuation.
- Where a full length answer is provided:
 - ◊ Half the marks should be used to credit the ability to construct clear explanations and to communicate these in a clear, structured manner, making use of the appropriate vocabulary
 - ◊ Half the marks should be used to credit spelling, grammar and punctuation.
- Where answers are short, examiners must use their judgement: a very short answer which meets the above criteria should not necessarily be awarded full marks for AO3.
- Care must be taken not to penalise candidates for stylistic failings twice over, under AO2 and AO3.

[30]**5 To what extent has membership of the EU benefited democracy in the UK?**

Specification: The EU. The impact of membership of the EU on the British government, politics and constitution.

	AO1	AO2	AO3
Maximum	12	12	6
L4	10-12	10-12	5-6
L3	7-9	7-9	3-4
L2	4-6	4-6	2
L1	0-3	0-3	1

AO1 [12]; AO2 [12]; AO3 [6]**AO1**

- Candidates will display knowledge and understanding of the impact of membership of the EU on the UK.
- Candidates will show awareness of the implications of EU membership on the democratic processes in the UK.
- Expect to see knowledge of the structure of the EU and its decision-making process and the way those decisions can impact on the UK.
- Expect to see knowledge of the role the UK and the way the UK's government/ citizens/pressure groups etc can impact on the EU and its decision making.
- Expect to see knowledge and understanding of the impact of the EU on specific areas of the UK, such as the legislative process, regulation, policy, rights and liberties, the environment, agriculture etc.

AO2

- Candidates will consider the extent to which EU membership has, or has not, led to a possible undermining and/or benefitting of democracy in the UK.
- L4 and the better L3 answers should have a central focus on the issue of 'extent' and there is a clear case made either way.
- However well informed, those candidates who utilise the essay for the usual attack on the EU and its threat to the UK's sovereignty and way of life are unlikely to get much beyond L2.
- L4 answers should be clearly focussed on the impact of EU membership on the democratic processes in the UK and show a clear attempt at a balanced analysis.
- L3 answers should show some balance and reasonable focus.
- Maximum L3 for a totally one sided (however good) approach.
- Maximum L2 for answers which lack balance/focus/range 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, grammar and punctuation.
- Where a full length answer is provided:
 - ◊ Half the marks should be used to credit the ability to construct clear explanations and to communicate these in a clear, structured manner, making use of the appropriate vocabulary
 - ◊ Half the marks should be used to credit spelling, grammar and punctuation.
- Where answers are short, examiners must use their judgement: a very short answer which meets the above criteria should not necessarily be awarded full marks for AO3.
- Care must be taken not to penalise candidates for stylistic failings twice over, under AO2 and AO3.

[30]

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