

**GCE**

**Government and Politics**

Unit **F851**: Contemporary Politics of the UK

Advanced Subsidiary GCE

**Mark Scheme for June 2016**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.
















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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

Annotation	Meaning
	Blank Page – this annotation <b>must</b> be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Unclear
	Wrong
	Example. Correct/Good. Seen
	Source (use of source in Q1a and Q1b)
	Spelling/punctuation/grammar/QWC
	To show the area of response referred to by another annotation
	Focus (Lack of)
	Repetition
	Balance (Lack of)
	Detail/depth (Lack of, eg points not fully/relevantly developed or lacking examples/evidence)
	Range (lack of)
	Not a direct answer to the question
	Case for
	Case against
Highlight	To indicate key points made

Here are the subject specific instructions for this question paper

When marking, assessors must use both this mark scheme and the Assessment Matrix (see Appendix 1).

Broadly speaking, and depending on the question, 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;

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

- current examples;
- political concepts, theories and language;
- other political systems including the EU;
- parallels, connections, similarities and differences.

### The Mark Scheme

The mark scheme provides an indication of a range of points which might be made, however, because of the nature of the subject, it cannot be regarded as complete and individual assessors are expected to use their professional judgement and the guidance provided at the standardisation meeting.

Assessors 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 (see appendix).

#### Assessment objectives 1 and 2

Award marks as follows:

Level	Descriptor	Mark Range
4	very good/excellent	10–12
3	good	7–9
2	limited	4–6
1	basic	0–3

#### Assessment Objective 3

- Where a full-length answer is provided:
  - half of the available AO3 marks should be used to credit the ability to construct and communicate arguments using appropriate political vocabulary;
  - half should be used to credit the quality of written communication – legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.
- Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not be awarded full marks.

## MARK SCHEME

Question			Answer/Indicative content	Mark	Guidance
1	a	i	<p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Candidates display knowledge and understanding of what is meant by a two-party system. For example, that although a number of parties may exist, in normal circumstances only two parties have a realistic chance of forming a single-party, majority government.</li> <li>• Use of source: <ul style="list-style-type: none"> <li><input type="checkbox"/> the number of seats won by two the main parties combined at the 1950 general election;</li> <li><input type="checkbox"/> the % of votes won by the two main parties combined at the 1950 general election;</li> <li><input type="checkbox"/> arguably, the number of seats won by the two main parties combined at the 1979 European elections;</li> <li><input type="checkbox"/> arguably, the % of votes won by the two main parties combined at the 1979 European election.</li> </ul> </li> <li>• Own knowledge might include: <ul style="list-style-type: none"> <li><input type="checkbox"/> majority single party government, 1945-2010 (NB 1974 F-O and 1976-79);</li> <li><input type="checkbox"/> two-party dominance of local government, 1945-1979;</li> <li><input type="checkbox"/> two-party dominance of political debate, 1945-1979;</li> <li><input type="checkbox"/> examples from other countries e.g. USA.</li> </ul> </li> </ul>	6	<p><b>AO1 [6]</b></p> <p>L4 (6) = very good/excellent  L3 (4-5) = good  L2 (2-3) = limited  L1 (0-1) = basic</p> <ul style="list-style-type: none"> <li>• L4: a full and accurate answer, with examples.</li> <li>• L3: a clear and accurate answer, usually with examples.</li> <li>• L1/2: a partial, but accurate answer, which may contain examples.</li> <li>• If only one of 'sources' or 'own knowledge' is used, award up to a maximum of 4 marks.</li> </ul>
		ii	<ul style="list-style-type: none"> <li>• Candidates display knowledge and understanding of what is meant by a multi-party system. For example, that although a number of parties may exist, none is normally able to form a majority government without the support of another party and that minority or coalition governments are the norm.</li> <li>• Use of source: <ul style="list-style-type: none"> <li><input type="checkbox"/> the number of seats won by two the main parties combined at the 2010 general election;</li> </ul> </li> </ul>	6	<p><b>AO1 [6]</b></p> <p>L4 (6) = very good/excellent  L3 (4-5) = good  L2 (2-3) = limited  L1 (0-1) = basic</p> <ul style="list-style-type: none"> <li>• L4: a full and accurate answer, with examples.</li> <li>• L3: a clear and accurate answer, usually with examples.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li><input type="checkbox"/> the % of votes won by the two main parties combined at the 2010 general election;</li> <li><input type="checkbox"/> the number of seats won by two the main parties combined at the 2014 European elections;</li> <li><input type="checkbox"/> the % of votes won by the two main parties combined at the 2014 European election.</li> <li>• Own knowledge might include:               <ul style="list-style-type: none"> <li><input type="checkbox"/> the results of the 2015 general election;</li> <li><input type="checkbox"/> results of recent regional assembly elections;</li> <li><input type="checkbox"/> results of recent local government elections;</li> <li><input type="checkbox"/> examples from other countries e.g. Germany.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• L1/2: a partial, but accurate answer, which may contain examples.</li> <li>• If only one of ‘sources’ or ‘own knowledge’ is used, award up to a maximum of 4 marks.</li> </ul>
1b	<p><b>AO1</b> Candidates display knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• two-party and multi-party systems;</li> <li>• the UK party system;</li> <li>• recent developments in the UK party system.</li> </ul>	<b>28</b>	<p><b>AO1 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>• If only one of ‘sources’ or ‘own knowledge’ is used, award up to a maximum of 8 marks.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul>
	<p><b>AO2</b> Candidates discuss the view that the UK now has a multi-party system using the knowledge required for <b>AO1</b>.</p> <p>For example, they may point to:</p> <ul style="list-style-type: none"> <li>• recent general election results (both seats and proportion of the vote);</li> <li>• recent regional assembly results (both seats and proportion of the vote);</li> <li>• recent European election results (both seats and proportion of the vote);</li> </ul>		<p><b>AO2 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>• Reward focus, range and depth but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• L4 for candidates who discuss the view that the UK now has a multi-party system, typically making five or six points.</li> <li>• L3 for candidates who make some attempt to discuss</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li>• recent local government election results;</li> <li>• the coalition government, 2010-15;</li> <li>• the high profile of third parties and regional parties in national debates;</li> <li>• the decline in Labour and Conservative party membership.</li> </ul> <p>But that:</p> <ul style="list-style-type: none"> <li>• the Labour and Conservative parties still dominate national political debate;</li> <li>• the Labour and Conservative parties still attract 2/3 of the vote at general elections;</li> <li>• with the exception of 2010-15, governments are still based on either the Labour or Conservative parties;</li> <li>• while clearly not two-party in the traditional sense, nonetheless, the system is not fully multi-party either.</li> </ul> <p>Some candidates may argue that:</p> <ul style="list-style-type: none"> <li>• the description of the UK as a two-party system has long been an illusion disguised by the voting system;</li> <li>• the current state of the party system is a temporary phenomenon and that a new two-party system will emerge (NB 1840-60s,1920s-30s).</li> </ul>		<p>the view that the UK now has a multi-party system, typically making three or four points, even if an answer has to be inferred.</p> <ul style="list-style-type: none"> <li>• Maximum bottom L3/top L2 for answers that provide some/limited discussion of whether the UK now has a multi-party system, or where such discussion lacks range, depth or balance.</li> <li>• Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth.</li> <li>• ‘Balance’ in this question does not require a 50:50 treatment, but there should be recognition and an acknowledgement of alternative views.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul>
			<p><b>AO3 [4]</b></p> <ul style="list-style-type: none"> <li>• Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>two marks</b> should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary</li> <li><input type="checkbox"/> <b>two marks</b> should be used to credit the quality of</li> </ul> </li> </ul>



Question	Answer/Indicative content	Mark	Guidance
			<p>written communication – legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> <li>Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not be awarded full marks.</li> </ul>
2	<p><b>AO1</b> Candidates display knowledge and understanding of pressure groups methods.</p>	<b>30</b>	<p><b>AO1 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <p>Credit candidates who are able to use contemporary examples.</p>
	<p><b>AO2</b> Candidates discuss the factors that might influence the methods a pressure group uses using the knowledge required for <b>AO1</b>.</p> <p>For example, candidates identify, and discuss, some of the following factors which might influence a pressure group's choice of methods:</p> <ul style="list-style-type: none"> <li>group philosophy;</li> <li>group aims;</li> <li>group type;</li> <li>group membership: size, nature, commitment;</li> <li>group leadership and organisational resources;</li> <li>group financial resources;</li> <li>cost;</li> <li>group status: insider/outsider;</li> <li>groups acceptability/compatibility with the</li> </ul>		<p><b>AO2 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>Reward focus, range and depth, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>L4 for candidates who discuss factors that might influence the methods a pressure group uses, typically making five or six points.</li> <li>L3 for candidates who make some attempt to discuss factors that might influence the methods a pressure group uses, typically making three or four points, even if an answer has to be inferred.</li> <li>Maximum bottom L3/top L2 for answers that provide some/limited discussion, or where such discussion lacks range, depth or balance.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>government of the day;</p> <ul style="list-style-type: none"> <li>• degree of public support;</li> <li>• degree of media support;</li> <li>• where power to influence outcome lies;</li> <li>• impact/likely outcome;</li> <li>• opportunities/options.</li> </ul> <p>NB: identifying/describing a range of factors is not, in itself, sufficient to reach L4: for <b>AO2</b>, the factors must be 'discussed' i.e. reflected upon.</p>		<ul style="list-style-type: none"> <li>• Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul>
			<p><b>AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li>□ <b>three marks</b> should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary</li> <li>□ <b>three marks</b> should be used to credit the quality of written communication – legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.</li> </ul> </li> <li>• Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not be awarded full marks.</li> </ul>
3	<p><b>AO1</b></p> <p>Candidates display knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The FPTP system used to elect MPs;</li> <li>• Current criticisms of the system and evidence for this;</li> <li>• Reasons while fundamental reform is not needed at this time.</li> </ul>	<b>30</b>	<p><b>AO1 [12]</b></p> <p>L4 (10–12) = very good/excellent  L3 (7–9) = good  L2 (4–6) = limited  L1 (0–3) = basic</p>

Question	Answer/Indicative content	Mark	Guidance
			Credit candidates who are able to use contemporary examples.
	<p><b>AO2</b> Candidates discuss whether the time has come for a fundamental reform to the way MPs are elected using the knowledge required for <b>AO1</b>.</p> <p>Candidates might consider, for example:</p> <ul style="list-style-type: none"> <li>• the representativeness of the current system (of parties, women, voters wishes etc.) at constituency, regional and national levels;</li> <li>• the degree of accountability it allows.</li> </ul> <p>The question may be interpreted either:</p> <ul style="list-style-type: none"> <li>• in a narrow sense of, for example, how votes are cast, how a winner is determined, results etc.</li> <li>• or, more broadly, and include discussion of, for example, the selection of candidates, the way campaigns are conducted etc. as well as considering wider issues such as the functions of elections (the creation of a mandate, the approval, or not, of specific policies etc.)</li> </ul> <p>However, the discussion must:</p> <ul style="list-style-type: none"> <li>• consider the case both for and against reform;</li> <li>• include contemporary evidence.</li> </ul>		<p><b>AO2 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>• Reward focus, range, balance and depth, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• L4 for candidates who discuss whether the time has come for a fundamental reform to the way MPs are elected, typically making five or six points.</li> <li>• L3 for candidates who make some attempt to discuss whether the time has come for a fundamental reform to the way MPs are elected, typically making three or four points, even if an answer has to be inferred.</li> <li>• Maximum bottom L3/top L2 for answers that provide some/limited discussion, or where such discussion lacks range, depth or balance.</li> <li>• Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth.</li> <li>• Given the breadth of the question, do not expect a full, comprehensive and detailed answer, but do expect focus, range and balance.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul>
			<p><b>AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided:</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
			<ul style="list-style-type: none"> <li>□ <b>three marks</b> should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary</li> <li>□ <b>three marks</b> should be used to credit the quality of written communication – legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.</li> <li>• Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not be awarded full marks.</li> </ul>
4	<p><b>AO1</b> Candidates display knowledge and understanding of the May 2015 general election, and particularly, but not only, the campaign.</p>	<b>30</b>	<p><b>AO1 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <p>Credit candidates who are able to use contemporary examples.</p>
	<p><b>AO2</b> Candidates discuss whether the outcome of the May 2015 general election was decided by the campaign using the knowledge required for <b>AO1</b>.</p> <p>Candidates should consider and discuss a range of factors that might have been influential in deciding the outcome of the May 2015 general election. These might include:</p> <ul style="list-style-type: none"> <li>• Shorter-term factors: <ul style="list-style-type: none"> <li>□ the campaign;</li> <li>□ the party leaders (perceived competence, image etc.);</li> </ul> </li> </ul>		<p><b>AO2 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic</p> <ul style="list-style-type: none"> <li>• Reward focus, range, balance and depth, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• Candidates must focus on the May 2015 general election.</li> <li>• L4 for candidates who discuss whether the outcome of the May 2015 general election was decided by the campaign, typically making five or six points.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> <li><input type="checkbox"/> party image;</li> <li><input type="checkbox"/> issues (the economy, NHS, migration, EU membership etc.);</li> <li><input type="checkbox"/> the manifestoes;</li> <li><input type="checkbox"/> party organisation;</li> <li><input type="checkbox"/> party funding;</li> <li><input type="checkbox"/> the media;</li> <li><input type="checkbox"/> the TV debates;</li> <li><input type="checkbox"/> the experience of coalition (retrospective voting);</li> <li><input type="checkbox"/> tactical/protest voting;</li> <li><input type="checkbox"/> the impact of 'third' (UKIP) and/or regional parties (SNP);</li> <li><input type="checkbox"/> opinion polls;</li> <li><input type="checkbox"/> turnout.</li> <li>• Longer-term factors: <ul style="list-style-type: none"> <li><input type="checkbox"/> class;</li> <li><input type="checkbox"/> age;</li> <li><input type="checkbox"/> ethnicity;</li> <li><input type="checkbox"/> party values/ideology.</li> </ul> </li> <li>• Other factors: <ul style="list-style-type: none"> <li><input type="checkbox"/> The electoral system.</li> </ul> </li> </ul> <p>What is essential is that candidates focus on the May 2015 general election. Generic, voting behaviour, essays more suited to Q5 are not what is required.</p>		<ul style="list-style-type: none"> <li>• L3 for candidates who make some attempt to discuss whether the outcome of the May 2015 general election was decided by the campaign, typically making three or four points, even if an answer has to be inferred.</li> <li>• Maximum bottom L3/top L2 for answers that provide some/limited discussion, or where such discussion lacks range, depth or balance.</li> <li>• Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth.</li> <li>• Given the breadth of the question, do not expect a full, comprehensive and detailed answer, but do expect focus, range and balance.</li> </ul>
			<p><b>AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>three marks</b> should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political</li> </ul> </li> </ul>

Question	Answer/Indicative content	Mark	Guidance
			vocabulary <input type="checkbox"/> <b>three marks</b> should be used to credit the quality of written communication – legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar. <ul style="list-style-type: none"> <li>Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not be awarded full marks.</li> </ul>
5	<b>AO1</b> Candidates display knowledge and understanding of factors said to influence voting behaviour, both long and short-term, particularly class and age, and recent trends in these factors.	<b>30</b>	<b>AO1 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic  Credit candidates who are able to use contemporary examples.
	<b>AO2</b> Candidates discuss the view that class and age are still the most important factors influencing the way people vote, using the knowledge required for <b>AO1</b> .  For example, they may argue that: <ul style="list-style-type: none"> <li>while there are still a clear correlation between class, age and voting;</li> <li>the traditional correlation between class voting continues to decline (class dealignment);</li> <li>and that, on their own, therefore, class and age no longer provide a complete explanation for voting behaviour as they might have done before the 1970s;</li> <li>and that other theories and factors offer a better explanation.</li> </ul>		<b>AO2 [12]</b> L4 (10–12) = very good/excellent L3 (7–9) = good L2 (4–6) = limited L1 (0–3) = basic  <ul style="list-style-type: none"> <li>Reward focus, range, balance and depth, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>L4 for candidates who discuss the view that class and age are still the most important factors influencing the way people vote, typically making five or six points.</li> <li>L3 for candidates who make some attempt to discuss the view that class and age are still the most important factors influencing the way people vote, typically making three or four points, even if an answer has to be inferred.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	To reach L4, answers must focus on the question: all-purpose, generic, answers will not reach L3 for A02.		<ul style="list-style-type: none"> <li>• Maximum bottom L3/top L2 for answers that provide some/limited discussion, or where such discussion lacks range, depth or balance.</li> <li>• Maximum L2 for candidates who provide answers which are short, poorly focused or lacking in range or depth.</li> </ul>
			<p><b>AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li>□ <b>three marks</b> should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary</li> <li>□ <b>three marks</b> should be used to credit the quality of written communication – legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.</li> </ul> </li> <li>• Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not be awarded full marks.</li> </ul>

## APPENDIX 1

## AS GCE Assessment Matrix

There are **four** levels of assessment of all three AOs in the AS units. Level 4 is the highest level that can reasonably be expected from a candidate at the end of the first year of study of an Advanced GCE course.

Level	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
4	Thorough and accurate knowledge and clear and detailed understanding of relevant concepts, ideas and political systems. Where appropriate candidates will provide convincing comparisons between them.	High level of skill in the interpretation, analysis and evaluation of relevant political information (including, where appropriate, the identification of parallels, connections, similarities and differences with other political systems including the EU). Ability to recognise bias and faulty argument and to reason effectively towards an individual and informed conclusion.	Ability to distinguish relevant and important factors correctly and integrate these into a balanced, well-focused argument. Ability to communicate this clearly and present it legibly and logically in fluent coherent style containing few, if any, errors of grammar, punctuation and spelling.
3	Good knowledge and understanding of relevant concepts, ideas and political systems. Where appropriate candidates will provide good comparisons between them.	Good level of skill in the interpretation, analysis and evaluation of the relevant political information (including, where appropriate, the identification of parallels, connections, similarities and differences with other political systems including the EU). Some attempt to recognise bias and faulty argument and to reason sensibly towards a sound conclusion.	Ability to identify the most important factors and present a relevant argument legibly and clearly if, at times, lacking incisiveness. There may be occasional errors of grammar, punctuation and spelling.
2	Limited knowledge and understanding of relevant concepts, ideas and political systems. Limited awareness of standard points of comparison.	Limited level of skill in the interpretation, analysis and evaluation of the relevant political information (including, where appropriate, the identification of parallels, connections, similarities and differences with other political systems including the EU). Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. Reasoning may be incomplete and, while opinions may be offered, they are unlikely to be supported by argument.	Limited attempt to distinguish relevant material, which is assembled into a limited argument with some sense of order and legibility. There may be some errors of grammar, punctuation and spelling.
1	Basic and generalised knowledge and understanding of relevant concepts, ideas and political systems. Such knowledge and understanding will be incomplete and/or of tenuous relevance and may contain significant errors. Basic awareness of standard points of comparison.	Basic skill in the interpretation, analysis and evaluation of some of the relevant political information (including, where appropriate, the identification of parallels, connections, similarities and differences with other political systems including the EU). Basic attempt to explain the simpler points central to the question and it is likely that only one viewpoint will be recognised. There will be little evidence of reasoning.	An attempt is made to shape an argument at a basic level, which lacks coherence, legibility and direction, and is unselective. Contains intrusive errors of grammar, punctuation and spelling.



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