

Advanced GCE

**GOVERNMENT AND POLITICS**

Unit F854: Political Ideas and Concepts

**Specimen Paper**

**F854QP**

Time: 2 hours

Additional Materials: Answer Booklet (16 pages)



**INSTRUCTIONS TO CANDIDATES**

- Answer the **question** in section A and **three** questions from section B.
- Write the numbers of the questions you answer on the front of your answer booklet.
- If you use additional sheets of paper, fasten these securely to your answer booklet.

**INFORMATION FOR CANDIDATES**

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **100**.
- You will be awarded marks in all questions for the quality of written communication including legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.

**ADVICE TO CANDIDATES**

- Read each question carefully and make sure you know what you have to do before starting your answer.
- You are advised to spend 30 minutes answering each question.

This document consists of **3** printed pages and **1** blank page.

Answer the question in section A and **three** questions from section B.

*You will be rewarded for your ability to draw together the knowledge, understanding and skills which you have acquired from your study of all parts of this course.*

*In answering each question, you should draw upon the knowledge and understanding gained from your study of *Politics of the UK and Political Ideas and Concepts*, including the contemporary relevance in shaping the agenda for modern political issues. Where appropriate, you should also make reference to other political systems, as well as to the European Union.*

### Section A

Answer the question in this section

Use the source and your own knowledge to answer Question 1.

#### Source for Question 1

“In the Gettysberg Address, delivered at the time of the American Civil War, Abraham Lincoln extolled the virtues of what he called ‘government of the people, by the people, and for the people’. In so doing, he defined the two contrasting notions of (direct and representative) democracy.”

*Political Theory, an Introduction – Andrew Heywood*

- 1 (a) Explain what is meant by the term direct democracy. [10]
- (b) Discuss the differences between direct and representative democracy. [15]

### Section B

Answer **three** questions from this section

- 2 Analyse the differing views on the nature and purpose of the state. [25]
- 3 Analyse whether power and authority are essentially the same. [25]
- 4 Examine whether liberty and equality are compatible. [25]
- 5 Discuss the different justifications for punishment by the state. [25]
- 6 Discuss the extent to which nationalism is more than just a right-wing ideology. [25]
- 7 Compare and contrast liberal and radical feminism. [25]
- 8 Discuss the view that socialists differ more over the means than the ends of socialism. [25]

**Paper Total: [100]**

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## GENERAL MARKING INSTRUCTIONS

When marking, examiners must use both this mark scheme and the Assessment Matrix (over page).

### The Assessment Matrix

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.

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

## Advanced GCE Assessment Matrix

There are **four** levels of assessment of all three AOs in the A2 units. Level 4 is the highest level that can reasonably be expected from a candidate at the end 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. Ability to make valid comparisons between them.	High level of skill in the interpretation, analysis and evaluation of relevant political information (including the identification of parallels, connections, similarities and differences between aspects of the political systems studied). Ability to recognise bias and faulty argument and to reason effectively towards an individual and informed conclusion.	Ability to correctly distinguish relevant and important factors 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 confident understanding of relevant concepts, ideas and political systems. Ability to make some valid comparisons between them.	Good level of skill in the interpretation, analysis and evaluation of the relevant political issues (including the identification of parallels, connections, similarities and differences between aspects of the political systems studied). 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 issues (including the identification of parallels, connections, similarities and differences between aspects of the political systems studied). Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. Reasoning will 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 issues (including the identification of parallels, connections, similarities and differences between aspects of the political systems studied). 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.

Question Number	Answer	Max Mark
1a	<p><b>Explain what is meant by the term direct democracy.</b></p> <p><i>Specification: democratic theory – the distinction between direct and representative democracy.</i></p> <p><b>AO1 [8]; AO3 [2]</b></p> <p><b>AO1:</b> Candidates should display knowledge and understanding of direct democracy</p> <ul style="list-style-type: none"> <li>• Candidates should refer to some of the following: <ul style="list-style-type: none"> <li>○ The direct participation of citizens in the legislative decision-making process</li> <li>○ The Executive branch of government drawn directly from the people</li> <li>○ The lack of representative politicians</li> <li>○ The workings of the Ancient Athenian State</li> </ul> </li> <li>• Candidates should illustrate their understanding with reference to the ideas of political thinkers, these might include: <ul style="list-style-type: none"> <li>○ Aristotle</li> <li>○ Plato</li> <li>○ Rousseau</li> </ul> </li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<b>[10]</b>
1b	<p><b>Discuss the differences between direct and representative democracy.</b></p> <p><i>Specification: democratic theory – the distinction between direct and representative democracy.</i></p> <p><b>AO2 [12]; AO3 [3]</b></p> <p><b>AO2:</b> Candidates should discuss the differences between direct and representative democracy.</p> <ul style="list-style-type: none"> <li>• They should refer to some of the following: <ul style="list-style-type: none"> <li>○ The role of the citizen in relation to legislative and executive decision-making</li> <li>○ The extent of public participation in the political process</li> <li>○ The logistical problems of direct democracy</li> <li>○ The practical benefits of representative democracy</li> <li>○ Criticisms of the capability of citizens to participate in the decision-making process</li> <li>○ Criticisms of the role of representatives</li> </ul> </li> <li>• Candidates should focus their answers upon the differences between the two concepts, however reward those that do comment on the potential for both systems to coexist in the modern operation of democracy.</li> </ul>	

Question Number	Answer	Max Mark
1b cont'd	<p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	[15]
2	<p><b>Analyse the differing views on the nature and purpose of the state.</b>  <i>Specification: the state, nation, sovereignty and globalisation – views on the nature of the state and its different characteristics.</i></p> <p><b>AO1 [10]; AO2 [10]; AO3 [5]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of the various ideological perspectives upon how the state operates and upon the key roles it should perform.</p> <ul style="list-style-type: none"> <li>• Candidates refer to: <ul style="list-style-type: none"> <li>○ organic,</li> <li>○ social contract,</li> <li>○ radical theories on the nature of the state, as well as:</li> <li>○ liberal,</li> <li>○ neo-pluralist,</li> <li>○ New Right,</li> <li>○ Socialist,</li> </ul> perspectives upon its desired role. </li> <li>• They illustrate their theories with a range of relevant political thinkers, these might include: <ul style="list-style-type: none"> <li>○ Aristotle,</li> <li>○ Hobbes,</li> <li>○ Locke,</li> <li>○ Mill,</li> <li>○ Dahl,</li> <li>○ Galbraith,</li> <li>○ Freedman,</li> <li>○ Beveridge,</li> <li>○ Marx.</li> </ul> </li> <li>• Candidates display understanding of an array of differing perspectives, although they need not consider <b>all</b> theories to access the higher mark bands.</li> </ul>	

Question Number	Answer	Max Mark
<p style="text-align: center;"><b>2</b> <b>cont'd</b></p>	<p><b>AO2:</b> Candidates must analyse both the <i>nature</i> and <i>purpose</i> of the state to access the higher mark bands.</p> <ul style="list-style-type: none"> <li>• Candidates analyse social contract theories that see the state as created by means of a voluntary agreement between its citizens, thus performing a neutral role, and those theories that see it as more of an exploitative and power-seeking structure.</li> <li>• Candidates also analyse the key theories relating to its role; these might include the following states: <ul style="list-style-type: none"> <li>○ minimal,</li> <li>○ developmental,</li> <li>○ social-democratic,</li> <li>○ collectivised,</li> <li>○ totalitarian.</li> </ul> </li> <li>• Candidates must <i>analyse</i> the key purpose and roles performed by the state to access the higher mark bands.</li> <li>• Do not credit lengthy examples of both the <i>nature</i> and <i>functions</i> performed by the state.</li> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of Political Ideas, their theoretical basis as well as contemporary relevance in shaping the agenda for modern political issues. They will demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view politics from a Political Ideas perspective, showing awareness of the particular issues affecting politicians.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<p><b>[25]</b></p>

Question Number	Answer	Max Mark
3	<p><b>Analyse whether power and authority are essentially the same.</b>  <i>Specification: power, authority and legitimacy – distinctions between power and authority.</i></p> <p><b>AO1 [10]; AO2 [10]; AO3 [5]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of the meaning of both the concepts of power and authority.</p> <ul style="list-style-type: none"> <li>• They refer to the different forms of each, including typologies such as: <ul style="list-style-type: none"> <li>○ Lukes on power <ul style="list-style-type: none"> <li>– decision-making,</li> <li>– agenda setting,</li> <li>– thought control</li> </ul> </li> <li>○ Weber on authority <ul style="list-style-type: none"> <li>– legal-rational,</li> <li>– charismatic,</li> <li>– traditional.</li> </ul> </li> </ul> </li> <li>• Candidates show understanding of the concept of legitimacy and its relationship to power and authority.</li> <li>• They illustrate their arguments with reference to relevant political thinkers; these might include: <ul style="list-style-type: none"> <li>○ Lukes,</li> <li>○ Beetham,</li> <li>○ Bachrach and Baratz,</li> <li>○ Marx,</li> <li>○ Weber,</li> <li>○ Arendt.</li> </ul> </li> </ul> <p><b>AO2:</b> Candidates analyse the relationship between power and authority and highlight how, theoretically, the two concepts are mutually exclusive (power based upon some form of persuasion with authority based upon a duty to obey), yet in practice, are often closely intertwined.</p> <ul style="list-style-type: none"> <li>• Credit candidates who analyse whether authority can exist without the exercise of power, i.e. the machinery of state coercion, and the viability of long-term power without some degree of authority attached to the bodies that exercise power.</li> <li>• Candidates must <i>analyse</i> the extent of similarity of the two concepts to access the higher mark bands.</li> <li>• Do not credit lengthy examples drawn from modern politics on the exercise of power and authority.</li> </ul>	

Question Number	Answer	Max Mark
<p><b>3</b> <b>cont'd</b></p>	<p>To reach the top of Level 4, candidates demonstrate appropriate knowledge of Political Ideas, their theoretical basis as well as contemporary relevance in shaping the agenda for modern political issues. They will demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view politics from a Political Ideas perspective, showing awareness of the particular issues affecting politicians.</p> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<p>[25]</p>
<p><b>4</b></p>	<p><b>Examine whether liberty and equality are compatible.</b></p> <p><i>Specification: rights, liberty and equality – different perspectives on the balance between liberty and equality.</i></p> <p><b>AO1 [10]; AO2 [10]; AO3 [5]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of the meaning of both liberty and equality and the main strands of each.</p> <ul style="list-style-type: none"> <li>• They are aware of both negative and positive aspects of liberty and the three main forms of equality: <ul style="list-style-type: none"> <li>○ foundational,</li> <li>○ opportunity,</li> <li>○ outcome.</li> </ul> </li> <li>• Candidates illustrate their arguments with reference to relevant political thinkers, these might include: <ul style="list-style-type: none"> <li>○ Mill,</li> <li>○ Marx,</li> <li>○ Berlin,</li> <li>○ Constant,</li> <li>○ Locke,</li> <li>○ Rousseau,</li> <li>○ Tawney,</li> <li>○ Rawls.</li> </ul> </li> <li>• Candidates must differentiate between the different forms of each concept in order to access the higher mark bands.</li> </ul>	

Question Number	Answer	Max Mark
<p style="text-align: center;"><b>4</b> <b>cont'd</b></p>	<p><b>AO2:</b> Candidates examine the relationship between liberty and equality and especially their degree of compatibility.</p> <ul style="list-style-type: none"> <li>• They may highlight the incompatibility of <i>negative</i> aspects of liberty with equality beyond that of the foundational form.</li> <li>• Candidates may highlight varying degrees of compatibility with <i>positive</i> aspects relating to equality of opportunity and certain elements of equality of outcome, e.g. welfarism and concepts of social justice.</li> <li>• Credit candidates who see the two concepts in the form of a continuum with absolute equality and absolute liberty being mutually exclusive concepts.</li> <li>• Candidates must go beyond merely describing the nature of liberty and equality in order to access the higher mark bands.</li> <li>• Do not credit lengthy examples drawn from modern politics of the operation of liberty and equality.</li> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of Political Ideas, their theoretical basis as well as contemporary relevance in shaping the agenda for modern political issues. They will demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view politics from a Political Ideas perspective, showing awareness of the particular issues affecting politicians.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<p><b>[25]</b></p>

Question Number	Answer	Max Mark
5	<p><b>Discuss the different justifications for punishment by the state.</b>  <i>Specification: law, order, justice and obligation – the justifications for punishment.</i></p> <p><b>AO1 [10]; AO2 [10]; AO3 [5]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of the meaning of punishment and the different justifications made in favour of state punishment.</p> <ul style="list-style-type: none"> <li>• Candidates are aware of the main models: <ul style="list-style-type: none"> <li>○ retribution,</li> <li>○ deterrence,</li> <li>○ rehabilitation.</li> </ul> </li> <li>• Candidates illustrate their arguments with reference to relevant political thinkers, these might include: <ul style="list-style-type: none"> <li>○ Hobbes,</li> <li>○ Bentham,</li> <li>○ Mill,</li> <li>○ Burke,</li> <li>○ Rousseau,</li> <li>○ Devlin.</li> </ul> </li> <li>• Candidates must show understanding of all three theories in order to access the higher mark bands.</li> </ul> <p><b>AO2:</b> Candidates discuss the relative merits of each approach to punishment, highlighting both the benefits and deficiencies of each justification.</p> <ul style="list-style-type: none"> <li>• Credit candidates who attempt to link each theory with an ideological perspective by stressing attitudes on personal responsibility and human nature, for example: <ul style="list-style-type: none"> <li>○ retribution and traditional conservatism,</li> <li>○ deterrence and traditional liberalism,</li> <li>○ rehabilitation with modern liberalism and socialist perspectives.</li> </ul> </li> <li>• Candidates must <i>discuss</i> a number of theories in order to access the higher mark bands.</li> <li>• Do not credit lengthy descriptions of specific forms of punishment, e.g. lengthy discussion on the merits of the death penalty.</li> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of Political Ideas, their theoretical basis as well as contemporary relevance in shaping the agenda for modern political issues. They will demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view politics from a Political Ideas perspective, showing awareness of the particular issues affecting politicians.</li> </ul>	

Question Number	Answer	Max Mark
5 cont'd	<b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.	<b>[25]</b>
6	<p><b>Discuss the extent to which nationalism is more than just a right-wing ideology.</b></p> <p><i>Specification: conservatism and nationalism – different types of nationalism.</i></p> <p><b>AO1 [10]; AO2 [10]; AO3 [5]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of the ideological basis of nationalism and the meaning of right-wing ideology.</p> <ul style="list-style-type: none"> <li>• Candidates refer to the various strands in nationalist theory, these might include: <ul style="list-style-type: none"> <li>○ liberal,</li> <li>○ conservative,</li> <li>○ right-wing,</li> <li>○ racist,</li> <li>○ cultural,</li> <li>○ post-colonial,</li> <li>○ socialist nationalism.</li> </ul> </li> <li>• Candidates also show understanding of the central features in nationalist ideology, these might include: <ul style="list-style-type: none"> <li>○ support for the nation state,</li> <li>○ patriotism,</li> <li>○ national identity,</li> <li>○ racial factors,</li> <li>○ cultural factors.</li> </ul> </li> <li>• Candidates illustrate their knowledge with reference to relevant political thinkers, these might include: <ul style="list-style-type: none"> <li>○ von Herder,</li> <li>○ Mazzini,</li> <li>○ de Gaulle,</li> <li>○ Nyerere.</li> </ul> </li> </ul>	

Question Number	Answer	Max Mark
<p style="text-align: center;"><b>6</b> <b>cont'd</b></p>	<p><b>AO2:</b> Candidates discuss the different strands of nationalist thought, questioning the extent to which the ideology moves beyond its traditional reactionary base towards a more progressive form.</p> <ul style="list-style-type: none"> <li>• Candidates refer to the conservative and fascist elements linked to the cultural nationalism emphasising inclusion and exclusion of different racial and social groups.</li> <li>• Credit candidates who examine a more progressive form of state-centred nationalism which attempts to create a homogenous unified community around liberal and socialist aims.</li> <li>• Candidates must examine the reactionary and progressive tendencies of the different types of nationalist theory to access the higher mark bands.</li> <li>• Do not credit lengthy examples drawn from the operation of nationalist theories in practice.</li> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of Political Ideas, their theoretical basis as well as contemporary relevance in shaping the agenda for modern political issues. They will demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view politics from a Political Ideas perspective, showing awareness of the particular issues affecting politicians.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<p><b>[25]</b></p>

Question Number	Answer	Max Mark
7	<p><b>Compare and contrast liberal and radical feminism.</b>  <i>Specification: alternative ideologies – different forms of feminism.</i></p> <p><b>AO1 [10]; AO2 [10]; AO3 [5]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of both liberal and radical feminism.</p> <ul style="list-style-type: none"> <li>• They highlight some of the key features in both ideological strands.</li> <li>• In liberal feminism, these might include: <ul style="list-style-type: none"> <li>○ individualism,</li> <li>○ liberal equality,</li> <li>○ gradual reformism.</li> </ul> </li> <li>• In radical feminism, these might include: <ul style="list-style-type: none"> <li>○ revolutionary aspects,</li> <li>○ separatist aspects,</li> <li>○ cultural aspects,</li> <li>○ libertarian aspects.</li> </ul> </li> <li>• Candidates illustrate their knowledge with reference to relevant political thinkers, these might include: <ul style="list-style-type: none"> <li>○ Wollstonecraft,</li> <li>○ J S Mill,</li> <li>○ Friedan,</li> <li>○ Millett,</li> <li>○ Greer,</li> <li>○ Firestone.</li> </ul> </li> </ul>	

Question Number	Answer	Max Mark
7 cont'd	<p><b>AO2:</b> Candidates compare and contrast both the aims and methods deployed by the two ideological strands of feminism.</p> <ul style="list-style-type: none"> <li>• They may distinguish between the reformist tendencies of liberal feminism, attempting to create greater gender equality and diversity in society in comparison to the revolutionary nature of radical theorists, who wish to destroy patriarchy and highlight biological difference between the sexes.</li> <li>• Candidates must highlight <i>both</i> similarities and differences in the ideological strands to access the higher mark bands.</li> <li>• Do not credit lengthy examples drawn from feminist campaigns in modern politics.</li> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of Political Ideas, their theoretical basis as well as contemporary relevance in shaping the agenda for modern political issues. They will demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view politics from a Political Ideas perspective, showing awareness of the particular issues affecting politicians.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<b>[25]</b>

Question Number	Answer	Max Mark
8	<p><b>Discuss the view that socialists differ more over the means than the ends of socialism.</b></p> <p><i>Specification: liberalism and socialism – different forms of socialism.</i></p> <p><b>AO1 [10]; AO2 [10]; AO3 [5]</b></p> <ul style="list-style-type: none"> <li>• AO1: Candidates display knowledge and understanding of the aims as well as the methods to achieve socialism.</li> <li>• They show understanding of the various strands within socialist ideology, these might include various forms of: <ul style="list-style-type: none"> <li>○ democratic socialism: <ul style="list-style-type: none"> <li>–social democracy,</li> <li>–Fabianism,</li> <li>–utopian socialism</li> </ul> </li> <li>○ revolutionary socialism <ul style="list-style-type: none"> <li>–Marxist-Leninism,</li> <li>–Maoism.</li> </ul> </li> </ul> </li> <li>• Candidates illustrate their knowledge with reference to key socialist thinkers, these might include: <ul style="list-style-type: none"> <li>○ Marx,</li> <li>○ Owen,</li> <li>○ Fourier,</li> <li>○ Bernstein,</li> <li>○ Mao,</li> <li>○ Crosland,</li> <li>○ Giddens.</li> </ul> </li> <li>• <b>AO2:</b> Candidates discuss the methods and aims advocated by various types of socialism.</li> <li>• They highlight the similarity in aims based around an anti-capitalist agenda and the introduction of a utopian-style socialist society based on egalitarian principles.</li> <li>• Credit candidates who highlight social-democratic aspects that seek to accommodate socialist principles within a capitalist framework, thus rejecting traditional utopian aims.</li> <li>• Candidates discuss the methods advocated highlighting the distinction between socialist gradualism and revolutionary methods.</li> <li>• Credit candidates who argue for similarities in the use of the state as a means of redistributive policies.</li> <li>• Do not credit lengthy examples of policies and methods used to secure socialist-style governments.</li> </ul>	

Question Number	Answer	Max Mark
<p style="text-align: center;"><b>8</b> <b>Cont'd</b></p>	<ul style="list-style-type: none"> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of Political Ideas, their theoretical basis as well as contemporary relevance in shaping the agenda for modern political issues. They will demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view politics from a Political Ideas perspective, showing awareness of the particular issues affecting politicians.</li> <li>• <b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> </ul>	<p><b>[25]</b></p>
<b>Paper Total</b>		<b>[100]</b>

**Assessment Objectives Grid (includes QWC)**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1(a)</b>	<b>8</b>		<b>2</b>	<b>10</b>
<b>1(b)</b>		<b>12</b>	<b>3</b>	<b>15</b>
<b>2/3/4/5/6/7/8</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>25</b>
<b>2/3/4/5/6/7/8</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>25</b>
<b>2/3/4/5/6/7/8</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>25</b>
<b>Totals</b>	<b>38</b>	<b>42</b>	<b>20</b>	<b>100</b>

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