

# **Government and Politics**

Advanced GCE

Unit **F854**: Political Ideas and Concepts

## **Mark Scheme for June 2013**

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OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

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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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## Annotations

Annotation	Meaning
	Acknowledged, credit-worthy. Page seen
	Judgement of extent
	Incorrect
	Example
	Vague
	Repetition
	Very good
	Not relevant
	Analysis
	Focus
	Spelling
	Unclear (in combination with other annotations)/loss of focus
	Positive (in combination with other annotations)=similarities/arguments in favour
	Negative (in combination with other annotations)=differences/arguments against
Highlighting	Use of theorists

NB Examiners should use the above annotations to assist them in deciding their marks. They do not, however, have to use them to annotate every instance seen.

**Subject-specific Marking Instructions**

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

**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 and 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 difference.

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

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(a)	<p><b>AO1:</b> Candidates should display knowledge and understanding of the meaning of liberal democracy.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• a definition of liberal democracy – a system of government where the rights of the individual are protected from an over-powerful state through constitutional checks and balances. The degree of input from the ordinary citizens is also limited through a representative form of democracy based on regular, free and fair elections.</li> <li>• key themes within liberal democracy – constitutionalism, separation of powers and limited government, rights protection, political pluralism, regular free and fair elections, representative politics and a free market economy and press.</li> <li>• the growing popularity of liberal democracy from the 19<sup>th</sup> century onwards, particularly within Western-style democracies.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Lincoln</li> <li>• Maddison</li> <li>• Jefferson</li> <li>• Montesquieu</li> <li>• Holden.</li> </ul>	10	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• Candidates must offer more than a reiteration of the source.</li> <li>• Maximum L2 should be awarded for limited knowledge and understanding of liberal democracy (expect only a few relevant points to be made) and no reference to relevant political thinkers.</li> <li>• Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers (expect at least 3 relevant points to be made).</li> <li>• Award at L4 for comprehensive understanding with a range of relevant theorists used (expect at least 4 relevant points to be made).</li> </ul>	<p><b>AO1 [8]:</b></p> <p>Level 4 7–8 marks Level 3 5–6 marks Level 2 3–4 marks Level 1 0–2 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
				<b>AO3:</b> <ul style="list-style-type: none"> <li>Expect most candidates to reach L3 and use 2 as a default mark.</li> <li>At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised.</li> </ul>	<b>AO3 [2]:</b> Level 4 2 marks Level 3 2 marks Level 2 1 mark Level 1 0–1 mark
	(b)	<b>AO2:</b> Candidates should discuss the relative importance of democracy and liberalism to liberal democracy.  They should refer to some of the following: <ul style="list-style-type: none"> <li>the liberal aspects of liberal democracy – limited government, constitutional protection of individual rights and liberties, political toleration and a free market economy and press.</li> <li>the democratic aspects – regular, free and fair elections, political pluralism, universal suffrage and representative politics.</li> <li>the paradox between liberalism and democracy – liberalism promoting the needs of the individual whereas democracy promotes the interest of the majority.</li> <li>different ideological perspectives – classical liberals promoted liberal constitutionalism above democracy, thus limiting the franchise. Also the New Right through deregulation and a focus on consumer-style democracy tend to be</li> </ul>	15	<b>AO2:</b> <ul style="list-style-type: none"> <li>To access the higher mark bands answers should not only explain liberal democracy, but must also emphasise the importance of liberalism and democracy – award at mid L2 where there is only a general description of liberal democracy or towards the bottom of the level if there is only a general description of liberalism and/or democracy (award at L1 where this description is only basic). Award at the top of the level for some implicit reference to importance – this may come in the form of a conclusion.</li> <li>Where there is some attempt to differentiate between liberal and democratic elements award at the bottom of L3.</li> <li>Award towards the top of L3 where there is a genuine attempt to consider the importance of both liberalism and democracy but an imbalance in the answer. (If only one concept is covered but in an</li> </ul>	<b>AO2 [12]:</b> Level 4 10–12 marks Level 3 7–9 marks Level 2 4–6 marks Level 1 0–3 marks

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>more liberal than democratic. Modern liberals and social democrats tend to promote the interests of the masses above individual freedoms – thus regulating the free market and emphasising greater state interventionism.</p> <ul style="list-style-type: none"> <li>the flexibility of the liberal-democratic model – ranging from social-democratic style systems in Scandinavia to more individualistic style regimes in the US.</li> </ul>		<p>analytical manner award at the bottom of L3).</p> <ul style="list-style-type: none"> <li>Award at L4 where there is a direct attempt to consider relative importance in an evaluative manner. There might be some recognition of the flexibility of liberal democracy or different ideological perspectives.</li> <li>Award at the top of the level where there is clear sophistication in the evaluation.</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>Expect most candidates to reach L3 and use 2 as a default mark.</li> <li>A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>At L2 and below, candidates will make frequent and intrusive spelling errors. The answer will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [3]:</b></p> <p>Level 4 3 marks  Level 3 2 marks  Level 2 2 marks  Level 1 0–1 mark</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
2		<p><b>AO1:</b> Candidates should display knowledge and understanding of the meaning of sovereignty and also the nation state.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the meaning of sovereignty – absolute and unlimited power (authority).</li> <li>different forms of sovereignty – legal and political, internal and external, parliamentary and popular.</li> <li>the concept of the nation state – a territorial association that possesses internal sovereignty and has legal and political jurisdiction as well as a monopoly of coercive force within its frontiers.</li> <li>ideological perspectives on the location of sovereignty – authoritarian conservative belief in an absolute monarch, classical liberal views on parliamentary sovereignty and democratic views on popular sovereignty.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>De Maistre</li> <li>Hobbes</li> <li>AV Dicey</li> <li>Austin</li> <li>Rousseau</li> <li>Weber.</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to political thinkers.</li> <li>Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant thinkers.</li> <li>Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers.</li> <li>Award at L4 for sophisticated understanding and comprehensive use of relevant thinkers.</li> <li>Award at the top of L4 for completeness of understanding and extensive illustration through use of relevant thinkers.</li> </ul>	<p><b>AO1 [10]:</b></p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p><b>AO2:</b> Candidates should discuss the view that sovereignty should reside in parliament.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• the question of whether sovereignty is divisible.</li> <li>• debate as to whether sovereignty can reside in a single body as opposed to a single person.</li> <li>• the arguments that sovereignty can be retained by the citizens but pooled together through the notion of a general will or national interest.</li> <li>• comparison of ideological perspectives and appreciation of the changing historical context of where sovereignty should reside</li> <li>• the location of sovereignty in different political systems.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• To access the higher mark bands answers should not only explain sovereignty, but must also discuss the arguments for and against sovereignty residing in parliament.</li> <li>• Award at L1 for a basic description of sovereignty.</li> <li>• Award at low to mid L2 for general description of the different types of sovereignty. Award at the top of the level for some implicit reference to the arguments over the location of sovereignty – this may come in the form of a conclusion.</li> <li>• Award at the bottom of L3 for a one-sided answer that covers where sovereignty should reside.</li> <li>• Award towards the top of L3 where there is a discussion of the arguments for and against parliamentary sovereignty (expect 3 to 4 points for mid to top of L3).</li> <li>• Award at L4 where there is comprehensive evaluation of a range of possible locations within an argument over the advantages and disadvantages of parliamentary sovereignty (expect 5 to 6 points with a degree of balance).</li> <li>• Award towards the top of L4 where there sophistication in the evaluation.</li> </ul>	<p><b>AO2 [10]:</b></p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<b>AO3:</b> <ul style="list-style-type: none"> <li>• Expect most candidates to reach L3 and use 4 as a default mark.</li> <li>• A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>• At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised.</li> </ul>	<b>AO3 [5]:</b> <ul style="list-style-type: none"> <li>Level 4 5 marks</li> <li>Level 3 4 marks</li> <li>Level 2 2–3 marks</li> <li>Level 1 0–1 mark</li> </ul>

Question		Answer	Marks	Guidance	
				Content	Levels of response
3		<p><b>AO1:</b> Candidates should display knowledge and understanding of the meaning of authority.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the meaning of authority – the idea of exercising legitimate power, thus having the right to rule.</li> <li>different types of authority – legal rational, traditional and charismatic, <i>de jure</i> and <i>de facto</i></li> <li>the meaning of the state – a political association that exercises sovereign jurisdiction within defined territorial frontiers.</li> <li>different ideological perspectives on authority – conservative perspective of authority being natural and beneficial thus necessary, liberal and socialist perspectives of it stemming from the people but needs limiting, revolutionary socialists, anarchists and libertarians see it as an instrument of oppression that ultimately needs removing.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>Weber</li> <li>Hobbes</li> <li>Locke</li> <li>Arendt</li> <li>Reich</li> <li>Bakunin.</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to political thinkers.</li> <li>Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant thinkers.</li> <li>Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers.</li> <li>Award at L4 for sophisticated understanding and comprehensive use of relevant thinkers.</li> <li>Award at the top of L4 for completeness of understanding and extensive illustration through use of relevant thinkers.</li> </ul>	<p><b>AO1 [10]:</b></p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p><b>AO2:</b> Candidates should assess the necessity of authority for the operation of the state.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• where authority emanates from – above or below.</li> <li>• whether authority is beneficial or harmful.</li> <li>• dangers of excessive authority</li> <li>• the capacity of the state to function without authority.</li> <li>• comparison of the ideological perspectives.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• To access the higher mark bands answers should go beyond a description of authority</li> <li>• Award at L1 for a basic description of authority.</li> <li>• Award at L2 for a limited range of arguments (expect 1 or 2) or a one-sided approach to the necessity of authority.</li> <li>• Award at L3 for a range of arguments relating to the necessity of authority (expect 3 or 4). Also award at this level for a wide range of arguments focusing on the benefits and drawbacks of authority.</li> <li>• Award at L4 for a wide range of arguments relating to the necessity of authority (expect 5 or 6).</li> <li>• Award at the top of L4 for sophistication in the evaluation.</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach L3 and use 4 as a default mark.</li> <li>• A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>• At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised.</li> </ul>	<p><b>AO2 [10]:</b></p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p> <p><b>AO3 [5]:</b></p> <p>Level 4 5 marks Level 3 4 marks Level 2 2–3 marks Level 1 0–1 mark</p>

Question		Answer	Marks	Guidance									
				Content	Levels of response								
4		<p><b>AO1:</b> Candidates should display knowledge and understanding of the meaning of animal rights.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the generic meaning of rights – entitlement to be treated or behave in a way desired by the individual.</li> <li>distinction between legal and moral rights.</li> <li>specific meaning of animal rights and distinction from animal welfare.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>St Francis of Assisi</li> <li>Locke</li> <li>Bentham</li> <li>Singer</li> <li>Regan</li> <li>Watson.</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists.</li> <li>Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists.</li> <li>Award L4 for sophisticated understanding and comprehensive use of relevant theorists.</li> <li>Award at the top of L4 for completeness of understanding and extensive illustration through use of theorists.</li> </ul>	<p><b>AO1 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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Question		Answer	Marks	Guidance									
				Content	Levels of response								
		<p><b>AO2:</b> Candidates should discuss whether animals should have rights.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• the applicability of rights to animals and the debate over their level of sentience.</li> <li>• the concept of marginal rights and comparisons with non-sentient humans (eg the severely disabled who lack autonomy and rational thought).</li> <li>• the ideas of separatism and impact upon human existence (eg case for vegetarianism).</li> <li>• parallels between 'speciesism' and racism.</li> <li>• the distinction between animal welfare and animal rights.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• To access the higher mark bands candidates must avoid description of the basis of rights.</li> <li>• Award at L1 for a basic description of rights theory.</li> <li>• Award at the bottom of L2 for a description of animal rights. Award at mid to top L2 for a few relevant points discussing whether animals should have rights (expect 1 or 2 points). Also award at this level for a one-sided argument.</li> <li>• Award at L3 for a range of relevant arguments as to whether animals should have rights (expect 3 or 4).</li> <li>• Award at L4 for a wide-ranging and balanced discussion (expect 5 or 6), with clear evaluation of the issue of animal rights.</li> <li>• Award at the top of L4 where there is clear sophistication in the analysis.</li> </ul>	<p><b>AO2 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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					<b>AO3:</b> <ul style="list-style-type: none"> <li>• Expect most candidates to reach L3 and use 4 as a default mark.</li> <li>• A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>• At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised.</li> </ul>	<b>AO3 [5]:</b> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 marks</td> </tr> <tr> <td>Level 2</td> <td>2–3 marks</td> </tr> <tr> <td>Level 1</td> <td>0–1 mark</td> </tr> </table>	Level 4	5 marks	Level 3	4 marks	Level 2	2–3 marks	Level 1	0–1 mark
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Question		Answer	Marks	Guidance	
				Content	Levels of response
5		<p><b>AO1:</b> Candidates should display knowledge and understanding of the meaning of procedural and substantive forms of justice. Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the meaning of justice – a morally justifiable set of sanctions or punishments thus giving a recipient their ‘just deserts’.</li> <li>the meaning of substantive justice – a focus on the outcome of justice, thus the punishment should fit the crime.</li> <li>the meaning of procedural justice – a focus on the manner in which the outcome is achieved, thus the process followed must be perceived to be fair if the ultimate decision can be considered just.</li> <li>ideological perspectives on justice – conservative focus on the outcome reinforcing the moral code in society, liberal and socialist ideas that justice must be meritocratic and thus must be seen to be applied equally to all.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>Plato</li> <li>Walzer</li> <li>Rawls</li> <li>Devlin</li> <li>Holmes.</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to political thinkers.</li> <li>Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant thinkers.</li> <li>Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers.</li> <li>Award at L4 for sophisticated understanding and comprehensive use of relevant thinkers.</li> <li>Award at the top of L4 for completeness of understanding and extensive illustration through use of relevant thinkers.</li> </ul>	<p><b>AO1 [10]:</b> Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p><b>AO2:</b> Candidates should consider the extent of similarity between procedural and substantive forms of justice.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• the extent to which both theories share the same understanding of justice.</li> <li>• the role morality plays within the application of justice.</li> <li>• the extension of the concept of justice beyond the legal sphere.</li> <li>• whether the theories can be used to advocate greater judicial activism.</li> <li>• comparison of the ideological perspectives on the concepts.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• To access the higher mark bands answers should not only explain the concepts, but must also highlight points of comparison and difference</li> <li>• Award at L1 for only a general description of justice without reference to the two types.</li> <li>• Award at the bottom of L2 for a description of the two types of justice with some implicit points of comparison – this may come in a conclusion. Award at mid to top L2 for a few points of comparison (expect 1 or 2) or a one sided comparison (similarities of differences).</li> <li>• Award at L3 where there are a range of points of comparison made (expect 3 or 4) or the answer is weighted heavily to similarities or differences.</li> <li>• Award at L4 where there is a wide-ranging (expect 5 or 6 points) and balanced attempt to compare the two concepts in an evaluative manner and the issue of extent is considered.</li> <li>• Award at the top of L4 where there is clear sophistication in the evaluation.</li> </ul>	<p><b>AO2 [10]:</b></p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p>

Question			Answer	Marks	Guidance	
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					<b>AO3:</b> <ul style="list-style-type: none"> <li>• Expect most candidates to reach L3 and use 4 as a default mark.</li> <li>• A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>• At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised.</li> </ul>	<b>AO3 [5]:</b> Level 4 5 marks Level 3 4 marks Level 2 2–3 marks Level 1 0–1 mark

Question		Answer	Marks	Guidance	
				Content	Levels of response
6		<p><b>AO1:</b> Candidates should display knowledge and understanding of the meaning of New Right theories and of conservatism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the basis of New Right thinking – an ideological strand that mixes free market individualism with social authoritarianism.</li> <li>key themes within New Right thought – classical liberal strands include rolling back the state to allow the free market to prosper, encouragement of individual enterprise through limiting the scope of the inefficient state bureaucracy, support for individuality. Social authoritarian strands include a firm belief in centralised authority and a preservation of traditional social values.</li> <li>an understanding of traditional conservative values – tradition, sanctity of property, pragmatism, human imperfection, a hierarchical and organic society, and a belief in authority.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>Von Hayek</li> <li>Nozick</li> <li>Joseph</li> <li>Friedman</li> <li>Buchanan</li> <li>Kristol.</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to political thinkers.</li> <li>Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant thinkers.</li> <li>Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers.</li> <li>Award at L4 for sophisticated understanding and comprehensive use of relevant thinkers.</li> <li>Award at the top of L4 for completeness of understanding and extensive illustration through use of relevant thinkers.</li> </ul>	<p><b>AO1 [10]:</b></p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p><b>AO2:</b> Candidates should consider the extent to which the New Right can be considered conservative.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• how far New Rights ideas reflect conservative values – particularly relating to social authoritarian strands.</li> <li>• how far the New Right is classically liberal – especially in its economic perspectives.</li> <li>• do the New Right doctrinaire-style principles disqualify if from being fundamentally conservative?</li> <li>• is the New Right contradictory?</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• To access the higher marks bands answers should not only explain the New Right ideology, but must also consider its relationship to conservatism and other ideologies.</li> <li>• Award at L1 for a basic description of conservatism.</li> <li>• Award at the bottom of L2 where there is description only of New Right ideas and mid L2 where there is some implicit linkage to conservatism – this may come in the form of a conclusion.</li> <li>• Award at the top of L2 for a few points linking New Right to conservatism and/or other ideologies (expect 1 or 2 points to be made).</li> <li>• Award at L3 where there is a range of points made linking the New Right to conservatism and/or other ideologies (expect 3 or 4 points to be made). Award towards the bottom of the level if only links to conservatism are made.</li> <li>• Award at L4 for a wide-ranging and balanced evaluation of the links between the New Right and conservatism and also its links to classical liberalism (expect 5 or 6 points to be made).</li> <li>• Award at the top of L4 for sophistication in this evaluation.</li> </ul>	<p><b>AO2 [10]:</b></p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<b>AO3:</b> <ul style="list-style-type: none"> <li>Expect most candidates to reach L3 and use 4 as a default mark.</li> <li>A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised.</li> </ul>	<b>AO3 [5]:</b> Level 4 5 marks Level 3 4 marks Level 2 2–3 marks Level 1 0–1 mark

Question		Answer	Marks	Guidance	
				Content	Levels of response
7		<p><b>AO1:</b> Candidates should display knowledge and understanding of the meaning of socialist and conservative theories of human nature.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the meaning of human nature – the idea that humans can be regarded as possessing similar innate characteristics based upon their humanity devoid of societal influences.</li> <li>socialist attitudes to human nature – people are essentially cooperative but also malleable reflecting the social norms of the society in which they exist, thus in a competitive capitalist society they are competitive.</li> <li>conservative attitudes – people suffer from human imperfection thus needs discipline in order to guard against individual excesses in their appetites.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>Marx</li> <li>Owen</li> <li>Plato</li> <li>Burke</li> <li>Popper</li> <li>Disraeli.</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to political thinkers.</li> <li>Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant thinkers.</li> <li>Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers.</li> <li>Award at L4 for sophisticated understanding and comprehensive use of relevant thinkers.</li> <li>Award at the top of L4 for completeness of understanding and extensive illustration through use of relevant thinkers.</li> </ul>	<p><b>AO1 [10]:</b> Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p><b>AO2:</b> Candidates should consider the extent to which socialist and conservative theories of human nature differ.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• how positive each theory is about human nature.</li> <li>• the extent to which human nature is based on reason or instinct.</li> <li>• the degree to which human nature is fixed.</li> <li>• the degree of influence society has on human nature.</li> <li>• the influence of human nature in shaping ideas relating to law and order, systems of government and scope of state activity.</li> <li>• Similarities could include – the stress both ideologies place on human nature in shaping their ideological perspectives; both ideologies see human nature as normative rather than empirical constructs; both explain the appearance of selfishness in society (albeit for different reasons).</li> <li>• Differences could include – socialist support for nurture versus conservative support for nature; rigidity (cons.) versus malleability (soc.); rationality (soc.) versus irrationality (cons.); naturally cooperative (soc.) versus human imperfection (cons.).</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• To access the higher mark bands answers should not only explain the concepts, but must also highlight points of comparison and difference.</li> <li>• Award at L1 for a basic description of conservatism and/or socialism.</li> <li>• Award at L2 for description of the two approaches to human nature (award towards the bottom of the level if only one approach is described). Where there are a few points of comparison only, award at the top of L2 (expect 1 or 2 points).</li> <li>• Award at the bottom of L3 where there are only differences considered and towards the top of the level where there is some attempt to consider differences and similarities. Overall expect 3 to 4 points to be made.</li> <li>• Award at L4 where there is a wide-ranging (expect 5 to 6 points) and attempts at balance in comparing the two attitudes in an evaluative manner and the issue of extent is considered.</li> <li>• Award at the top of L4 where there is clear sophistication in the evaluation.</li> </ul>	<p><b>AO2 [10]:</b></p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<b>AO3:</b> <ul style="list-style-type: none"> <li>• Expect most candidates to reach L3 and use 4 as a default mark.</li> <li>• A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>• At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised.</li> </ul>	<b>AO3 [5]:</b> Level 4 5 marks Level 3 4 marks Level 2 2–3 marks Level 1 0–1 mark

Question		Answer	Marks	Guidance	
				Content	Levels of response
8		<p><b>AO1:</b> Candidates should display knowledge and understanding of the meaning of postmodernism and the concept of ideology.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the meaning of ideology – an account or critique of the existing social order that offers a world view and proposes a process by which an improved society can be achieved.</li> <li>the meaning of postmodernism – a critique of modern society that rejects moral certainty and universal truths, arguing society has fractured and become more individualistic.</li> <li>the central values of postmodernist thought – rejection of traditional meta-narratives and universal truths, moral relativism, movement from modernity to post-modernity, rejection of all hierarchies (anti-foundationalism) as means by which outdated beliefs are enforced and post-structuralist questioning of the use of language to enforce power.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>Lyotard</li> <li>Foucault</li> <li>Bell</li> <li>Chomsky</li> <li>Derrida.</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to political thinkers.</li> <li>Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant thinkers.</li> <li>Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers.</li> <li>Award at L4 for sophisticated understanding and comprehensive use of relevant thinkers.</li> <li>Award at the top of L4 for completeness of understanding and extensive illustration through use of relevant thinkers.</li> </ul>	<p><b>AO1 [10]:</b></p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p><b>AO2:</b> Candidates should consider the extent to which postmodernism is ideological.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the extent to which postmodernism provides a coherent critique of existing society.</li> <li>the extent to which postmodernism offers an alternative coherent world view and espouses a means to achieve it.</li> <li>the extent to which its espousing of an end to meta-narratives and support for moral relativism is itself ideologically cohesive.</li> <li>the extent to which it operates as an anti-ideology in a similar fashion to conservatism, thus easier to argue what it opposes than what it proposes.</li> <li>key criticisms – its relativism rejects all truths even scientific rationale and its anti-foundationalism rejects all bases for the construction of a new social order.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>To access the higher mark bands answers should not only explain the meaning of post-modernism but highlight how ideological it is.</li> <li>Award at L1 for a general description of ideology.</li> <li>Award at the bottom of L2 for a description of post modernism and award at mid L2 for some implicit linkage to ideology – this may be in the form of a conclusion. Award at the top of the level for a few links between postmodernism and ideology (expect 1 or 2 points). Also award at this level for a one-sided answer.</li> <li>Award at L3 where there is discussion of a range of themes of post-modernism and attempts to link it to the concept of ideology (expect 3 or 4 points). Expect some balance in the discussion to access this level.</li> <li>Award at L4 where there is a wide-ranging (expect 5 to 6 points) and balanced evaluation of the extent to which post-modernism is ideological.</li> <li>Award at the top of the L4 where there is sophistication in the evaluation.</li> </ul>	<p><b>AO2 [10]:</b></p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<b>AO3:</b> <ul style="list-style-type: none"> <li>• Expect most candidates to reach L3 and use 4 as a default mark.</li> <li>• A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>• At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised.</li> </ul>	<b>AO3 [5]:</b> Level 4 5 marks Level 3 4 marks Level 2 2–3 marks Level 1 0–1 mark

## APPENDIX 1

## 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 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 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. 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 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.

Level	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
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.

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