

# **Government and Politics**

Advanced GCE

Unit **F854**: Political Ideas and Concepts

## **Mark Scheme for June 2012**

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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
	Use of specific example
	Vague
	Repetition
	Very good
	Theorist
	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

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 feminism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• promotion of the cause of women in political, social and economic spheres</li> <li>• opposition to patriarchy</li> <li>• gender based approach to politics</li> <li>• distinction between equality and liberation</li> <li>• range of feminist perspectives – liberal, radical, Marxist, Black etc</li> <li>• different waves of feminism – first, second and third.</li> <li>• Distinction between public and private spheres of existence</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>• Wollstonecraft</li> <li>• Firestone</li> <li>• Friedan</li> <li>• Greer</li> <li>• Millett</li> <li>• Dworkin.</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 feminism 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.</li> <li>• Award at L4 for comprehensive understanding with a range of relevant theorists used.</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>• 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>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> <p><b>AO3 [2]:</b></p> <p>Level 4 2 marks Level 3 2 marks Level 2 1 mark Level 1 0–1 mark</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(b)	<p><b>AO2:</b> Candidates should compare and contrast liberal with radical feminism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>attitudes towards the status of women in society</li> <li>promotion of reform versus radical overhaul of societal structures</li> <li>distinctions between public and private spheres of existence</li> <li>different approaches to the potential for equal relationships with men</li> <li>attitudes towards equality versus liberation</li> <li>the degree of emphasis on political, legal, social and economic change</li> <li>the extent to which the feminist agenda has been achieved.</li> <li>Both highlight patriarchy</li> <li>Both have an equality agenda</li> </ul>	15	<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>To access the higher marks bands answers should not only explain the two types of feminism, but must also highlight points of similarities and differences – award at L2 for only descriptions of the two types (or L1 if a general description of feminism without reference to liberal and radical types).</li> <li>Where there is implicit comparison only, award at the bottom of L3.</li> <li>Award at L3 where there are only similarities or differences raised, and award towards the top of the level where both are done, but there is a clear imbalance in the comparison.</li> <li>Award at L4 where there is a direct attempt to compare and contrast in an evaluative manner.</li> <li>Award at the top of L4 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>AO2 [12]</b></p> <p>Level 4 10–12 marks Level 3 7–9 marks Level 2 4–6 marks Level 1 0–3 marks</p> <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 protective and developmental democracy.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the meaning of protective democracy – a system that seeks to protect individual rights by limiting the scope for government intervention and the potential for majoritarian decision making by the electorate</li> <li>the meaning of developmental democracy – a system designed to promote civic virtue through active engagement of the citizenship in decision making in a range of areas</li> <li>the basis of protective themes in classical liberal ideas emanating from the Age of Enlightenment and links to the concept of negative liberty/rights</li> <li>the linkage between developmental ideas and radical democrats – focusing more on positive liberty/rights.</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>Locke</li> <li>Jefferson</li> <li>Rousseau</li> <li>Mill</li> <li>Bottomore.</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 of difference between protective with developmental democracy.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• the purpose of each system</li> <li>• attitudes towards the role of the state – particularly in terms of purpose and degree of state intervention</li> <li>• attitudes towards human nature and the ability of the citizenship to participate in decision making</li> <li>• attitudes towards the concepts of negative and positive rights/liberties</li> <li>• ideological perspectives – classical liberal versus radical democratic/modern liberal and socialist ideas</li> <li>• Relationship to the operation of modern liberal democracy.</li> <li>• Theme of egalitarianism</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 – award at L2 for description of the two concepts (award towards the bottom of the level if only one concept is described). L1 for only a general description of democracy without reference to the two types.</li> <li>• Where there is implicit comparison only, award at the bottom of L3.</li> <li>• Award at L3 where there are only differences raised, and towards the top of the level where also some similarities are considered, but there is a clear imbalance in the comparison.</li> <li>• Award at L4 where there is a balanced attempt to compare the two concepts in an evaluative manner.</li> <li>• Award at the top of L4 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 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
3		<p><b>AO1:</b> Candidates should display knowledge and understanding of the meaning of organic and social contract theories.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the meaning of organic theories of the state – this should focus on a holistic view of the state as a natural entity which performs as an inter-connected whole, thus the subjects of a state each have their particular roles to perform</li> <li>the meaning of social contract theories – seeing the state as an artificial construct with which citizens make an active or tacit agreement to cooperate for mutual benefit</li> <li>the meaning of the state – the various apparatuses of governance that exist within a territorial association that possesses jurisdiction, political sovereignty and has a monopoly of coercive force</li> <li>ideological perspectives on the state – conservative/teleological ideas on the natural necessity of the state in contrast to liberal and socialist ideas on the artificial nature of the state.</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>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Aristotle</li> <li>• Burke</li> <li>• Hobbes</li> <li>• Locke</li> <li>• Rousseau</li> <li>• Rawls.</li> </ul> <p><b>AO2:</b> Candidates should consider how different are the social contract and organic theories of the state.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• the purpose of the state</li> <li>• the extent to which the state has a right to intervene in the lives of its citizens/subjects</li> <li>• the extent of political obligation owed to the state</li> <li>• the opportunity for citizens/subjects to rebel against the state</li> <li>• the ideological distinctions between organic and social contract theories</li> <li>• variations within the ideas of social contract and organic theories</li> <li>• Attitudes towards hierarchy</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 theories, but must also highlight points of comparison and difference – award at L2 for description of the two theories (award towards the bottom of the level if only one approach is described). Award at L1 for only a general description of the state without reference to the two theories.</li> <li>• Where there is implicit comparison only, award at the bottom of L3.</li> <li>• Award at L3 where there are only differences raised, and towards the top of the level where there are also some reference to similarities.</li> <li>• Award at L4 where there is a balanced attempt to compare the two theories 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
					<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>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 consent.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the meaning of consent – the active or tacit approval given by the population to the ruling government; its links to authority giving the right to govern and the establishing of political obligation through legitimate means</li> <li>different types of consent – active (eg electoral), tacit and contractual</li> <li>The methods used by democracies and dictatorships such as electoral, constitutional, populist and propaganda.</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>Hobbes</li> <li>Locke</li> <li>Weber</li> <li>Beetham</li> <li>Chomsky.</li> </ul> <p><b>AO2:</b> Candidates should compare and contrast consent in democracies and dictatorships.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>The basis of consent in a democracy – usually associated with electoral, but</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>AO2:</b></p> <ul style="list-style-type: none"> <li>To access the higher mark bands answers should not only explain the meaning of consent, but must also highlight its operation democracy and dictatorship – award at L2 where there is description only of consent. Award at L1</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> <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
			<p>also a focus on constitutional safeguards and the reflection of public values. Also consideration of tacit consent in accepting political obligation to the system and not just the ruling government.</p> <ul style="list-style-type: none"> <li>• The basis of consent within a dictatorship – the lacking of legitimate electoral consent, instead focusing on displays of public acclimation and promoting of the national interest bound up in the regime through propaganda</li> <li>• Similarities – both highlight active displays of consent and expect political obligation, thus giving a sense of authority to the regime.</li> <li>• Differences – focus on electoral legitimacy in a democracy, bound by constitutional safeguards allowing withdrawal of consent in contrast to less accountable forms of consent in dictatorships where there is no real opportunity to withdraw consent.</li> <li>• Note Marxist and elitist perspectives that argue that democratic consent is a façade masking ideological hegemony, thus seeing limited difference between consent in both systems.</li> </ul>		<p>where there is description only of democracy and dictatorship.</p> <ul style="list-style-type: none"> <li>• Where there are only similarities or differences considered award at the bottom of L3. Award towards the top of the level where there are both similarities and differences, although there may be some imbalance in the coverage of the two.</li> <li>• Award at L4 where there is a balanced comparison.</li> <li>• Award at the top of L4 for sophistication in the evaluation.</li> </ul>	

Question			Answer	Marks	Guidance	
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					<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>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	
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5		<p><b>AO1:</b> Candidates should display knowledge and understanding of the meaning of negative and positive liberty.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the meaning of negative liberty – non-interference or the absence of external constraints upon the individual. It is seen in the concept of freedom of choice (freedom from)</li> <li>the meaning of positive liberty – the achievement of some identifiable goal or benefit through personal development or self realisation. It is associated with the idea of self mastery, through overcoming obstacles to fulfilling maximum potential (freedom to)</li> <li>the ideological perspectives on the two concepts – classical liberal and New Right promote negative liberty whereas modern liberal and socialist promote positive liberty</li> <li>the involvement of the state in protecting negative liberty and promoting positive liberty.</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>Berlin</li> <li>Locke</li> <li>Mill</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
		<ul style="list-style-type: none"> <li>• Green</li> <li>• Tawney</li> <li>• Rawls.</li> </ul> <p><b>AO2:</b> Candidates should consider the extent of similarity between negative and positive liberty.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• attitudes towards the basis of freedom – inherent or potential for enhancement</li> <li>• the interchanging nature of freedom to and freedom from</li> <li>• the championing of individual freedom over obligation and equality</li> <li>• the role of the state – protect or enhance, thus impacting on the validity of state intervention</li> <li>• the degree to which freedom should be made available to all</li> <li>• the ideological debate over whether positive liberty actually undermines the freedom of the individual, or whether negative freedom is elitist.</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 – award at L2 for description only of the two concepts (award towards the bottom of the level if only one of the concepts are described). Award at L1 for only a general description of liberty without reference to the two concepts.</li> <li>• Where there is implicit comparison only, award at the bottom of L3.</li> <li>• Award at L3 where there are only similarities or differences raised, and towards the top of the level where there are also some counter-comparisons made.</li> <li>• Award at L4 where there is a 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	
					Content	Levels of response
					<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>AO3 [5]</b></p> <p>Level 4 5 marks</p> <p>Level 3 4 marks</p> <p>Level 2 2–3 marks</p> <p>Level 1 0–1 mark</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
6		<p><b>AO1:</b> Candidates should display knowledge and understanding of the meaning of natural and positive law.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the meaning of law – a set of enforceable rules that apply throughout a political community. These rules are state-made, published, enforceable and apply to all</li> <li>the meaning of natural law – law that is said to conform to a higher set of moral/religious principles that ensure justice is upheld. It has links to the enshrinement of natural rights promoted by classical liberal thinkers</li> <li>the meaning of positive law – sees the basis of law in the man-made rules that apply to each society thus can be enforced with an expectation of obedience. It removes supposed mysticism from the process of lawmaking thus seeing lawmaking as a science – legal positivism</li> <li>an understanding of the idea of justice – in natural law – seen through its moral underpinning, whereas – in positive law – through the procedural process of the law being seen to be carried out.</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>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Aristotle</li> <li>• Locke</li> <li>• Austin</li> <li>• Hart</li> <li>• Devlin.</li> </ul> <p><b>AO2:</b> Candidates should compare and contrast natural with positive law.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• ideas on where law originates</li> <li>• philosophical versus scientific approaches to lawmaking</li> <li>• the moral dimension to law and whether law requires moral scrutiny</li> <li>• attitudes towards whether certain laws are universal</li> <li>• link between law and rights based theories</li> <li>• attitudes towards the meaning and achievement of justice.</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 – award at L2 for description of the two concepts (award towards the bottom of the level if only one concept is described). Award at L1 for only a general description of law without reference to the two types.</li> <li>• Where there is implicit comparison only, award at the bottom of L3.</li> <li>• Award at L3 where there are only similarities or differences raised, and towards the top of the level where both are done, but there is a clear imbalance in the comparison.</li> <li>• Award at L4 where there is a balanced attempt to compare the two concepts in an evaluative manner.</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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					<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>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
7		<p><b>AO1:</b> Candidates should display knowledge and understanding of the values of conservatism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the meaning of conservatism – a political attitude that promotes opposition to radical change, reflecting centuries of past wisdom and promoting a pragmatic attitude towards current problems. It is debatable whether it is actually an ideology but it does share core values and promotes a particular mindset</li> <li>the core values of conservatism – tradition, human imperfection, a belief in an organic, hierarchical society, the sanctity of property and support for authority</li> <li>the meaning of tradition – dislike of rapid, especially revolutionary change, due to the desire to preserve past institutions that promote core values in society. Rejection of the right of each generation to believe that they are the sole guardian of society's needs, thus favouring responsibility and duty to previous and future generations</li> <li>different strands of conservatism – authoritarian, paternalistic and libertarian.</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>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Hobbes</li> <li>• De Maistre</li> <li>• Burke</li> <li>• Chesterton</li> <li>• Disraeli</li> <li>• Oakeshott.</li> </ul> <p><b>AO2:</b> Candidates should consider whether tradition is the most important value of conservatism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• the importance of tradition to conservatism emphasising its reactionary nature, and promoting it as a 'democracy of the dead'</li> <li>• analysis of its central importance to particularly authoritarian style conservatism, but of lesser emphasis to more modern strands seen in the New Right</li> <li>• importance of the other core values – authority, hierarchy, organic nature of society, preservation of property and human imperfection</li> <li>• analysis of how tradition underpins many of the other core values – especially sanctity of property, organic and hierarchical society and support for authority</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 values of conservatism, but must also emphasise the importance of each – award at L2 where there is only a general description of conservatism or towards the bottom of the level if there is only a general description of tradition (award at L1 where this description is basic).</li> <li>• Where there is some attempt to differentiate between the different values 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 tradition against other values. (If only one value is covered but in an analytical manner award at the bottom of L3).</li> <li>• Award at L4 where there is a balanced evaluation of a range of values and a clear attempt to differentiate importance especially relating to the different strands of conservatism.</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
			<ul style="list-style-type: none"> <li>counter claims that other values are more important, eg belief in natural imperfection requiring an ordered society based on obligation and firm authority</li> <li>evaluation of how different strands of conservatism place different emphasis upon different values.</li> </ul>		<ul style="list-style-type: none"> <li>Award at the top of L4 where this is evaluation is sophisticated.</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>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
8		<p><b>AO1:</b> Candidates should display knowledge and understanding of the meaning of the principles of liberalism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the meaning of liberalism – an ideology that is focused upon the individual and a desire to create a society in which the individual can achieve satisfaction and maximum fulfilment</li> <li>core principles of liberalism – individuality, preservation of individual freedom and rights, rationality and a belief in equal worth</li> <li>the meaning of freedom – the ability to think or act as one wishes, range of types varying from positive and negative, to individual and collective</li> <li>strands of liberalism – classical and modern strands.</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>Locke</li> <li>Mill</li> <li>Green</li> <li>Beveridge</li> <li>Rawls.</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 relative importance of freedom to liberalism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the importance of freedom to liberalism – emphasis on individual freedom in all types of liberalism, allowing individuals the opportunity to maximise their potential</li> <li>underpinning of other principles – without freedom individuality could not exist, and constitutionalism is based on protecting individual freedom and rights</li> <li>analysis of how different types of freedom appeal to the different ideological strands – negative to classical and libertarian strands, and positive to modern welfare and new liberals</li> <li>importance of other principles – individuality and a positive view of human nature underpins the night watchman style state advocated by classical strands of liberalism, whereas equal worth and constitutionalism is central to the ideas behind liberal democratic theory and the promotion of modern liberal ideas</li> <li>the argument that central to all strands of liberalism is the ideas of promotion of freedom, albeit differences in interpretation as to what freedom should consist of.</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 liberalism, but must also emphasise the importance of its principles – award at L2 where there is only a general description of liberalism or towards the bottom of the level if there is only a general description of freedom (award at L1 where this description is basic).</li> <li>Where there is some attempt to differentiate between the different principles of liberalism award at the bottom of L3.</li> <li>Award at L3 where only freedom as a principle of liberalism is evaluated, and towards the top of the L3 if some reference is made to the importance of other principles.</li> <li>Award at L4 where there is a balanced evaluation of the centrality of freedom to liberalism especially relating to the different strands of liberal thought and its underpinning of other core principles.</li> <li>Award at the top of 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
					<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>AO3 [5]</b></p> <p>Level 4 5 marks  Level 3 4 marks  Level 2 2–3 marks  Level 1 0–1 mark</p>

## 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.
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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