

Government and Politics

Advanced GCE

Unit **F856**: Political Ideas and Concepts in Practice

Mark Scheme for June 2013

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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
	Good contemporary example/analysis
	Incorrect
	Use of specific example
	Vague
	Repetition
	Very good
	Theorist
	Analysis
	Focus
	Spelling
	Unclear (in combination with other annotations)
	Positive (in combination with other annotations)
	Negative (in combination with other annotations)

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, the table showing the breakdown of marks by levels and assessment objectives (see below), and the Assessment Matrix (see Appendix 1).

Table of Marks by Levels and Assessment Objectives

Level	AO1	AO2	AO3
4	16–20	19–24	6
3	11–15	13–18	4–5
2	6–10	7–12	2–3
1	0–5	0–6	0–1

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
1	<p>AO1: Candidates should display knowledge and understanding of representative democracy.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • the meaning of representative democracy – an indirect system of democracy where citizens elect representatives to act upon their behalf • models of representation – trustee, delegate, mandate and reflective • understanding of the criticisms of representative democracy – loss of personal sovereignty, dangers of corruption, sectional interest replacing the national interest and distorted patterns of representation • understanding of the advantages of representation – practicality, complexity of decision making, necessity for centralised decision making and avoidance of majority tyranny • understanding of alternative models of democracy – direct and developmental would be most appropriate. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • the operation of representative politics – this might include evidence for the operation of the different models in practice (eg traditional role of the trustee model amongst UK MPs) • evidence for corruption by MPs and other representatives – plenty of scope for expenses scandal evidence here • evidence for MPs failing to reflect public opinion – eg Iraq vote 2003, poll tax legislation 1980s and equalisation of the age of homosexual consent 2001 • evidence of representatives promoting the causes of sectional interest groups (eg MP paid consultancy work 	50	<p>AO1 [20] – L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</p> <ul style="list-style-type: none"> • In order to access the higher mark bands candidates must include specific examples drawn from political theory and modern politics. • Award at L1 for basic understanding only (this would include very short answers). • Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and practice. Also award at this level where there are references made to modern politics but no reference is made to the ideas of political thinkers. • Award at L3 for a range of practical illustrative examples from modern politics and specific use of a range of relevant theorists. Also award at this level where there is a wide range of theorists used but mostly implicit use of examples drawn from modern politics. • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

Question	Answer	Marks	Guidance
	<p>for organisations such as Jack Straw and £30 000 a year consultancy for a bio-fuels company)</p> <ul style="list-style-type: none"> • evidence for representatives effectively representing the views of their electorate – examples of MPs promoting constituency causes (these may be local or high profile examples such as Kate Hoey and her fight against the Hunting Ban) • evidence of MPs directly consulting their constituents prior to voting on issues – often in free votes but also in defying the Party Whip eg Lib Dem rebellion against tuition fees vote and Labour rebellions against the Iraq vote • evidence for the use of processes that allow greater direct involvement by the citizenship – evidence of the use of initiatives and referendum in the UK and internationally would be useful here. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Plato • Rousseau • Burke • Paine • Mill • Bevan. <p>AO2: Candidates should discuss the view that representative democracy enslaves its citizens.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • criticisms of representative democracy – these might include Rousseau’s critique of the English electoral process in the 18th century, but expect a range 		<p>AO2 [24] – L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</p> <ul style="list-style-type: none"> • To access the higher mark bands candidates must go beyond description of democracy and its different forms (award at the bottom of L2 for description only). • Award at L1 for a basic description of democracy. • Award at L2 for a few arguments, or a wider range lacking synopticity • Award at the bottom of L3 for a one-sided discussion.

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	<p>criticisms relating to a loss of personal decision making by the electorate (some might seek to make comparisons with direct democracy)</p> <ul style="list-style-type: none"> • considerations of alternative models of democracy – do these free citizens or undermine effective governance? • distinctions between the models or representation – trustee providing the least degree of accountability over the representative, whereas the delegate, the most. How far do the models apply in practice? • arguments over the necessity of representative democracy – these probably will come from elitist perspectives as well and issues relating to practicality. 		<p>Also award towards the bottom of the level if there are limited synoptic links made.</p> <ul style="list-style-type: none"> • Award towards the top of L3 where there is a range of arguments on both sides of the issue (there may be some unevenness in this discussion). Also award towards the top of this level for a simple for and against democracy essay. • Award at L4 where there is clear and balanced evaluation of the concept of enslavement and its particular reference to representative democracy in the context of the strengths and weaknesses of representative democracy (covering a wide range of points synoptically). • Award at the top of L4 where there is clear sophistication in the evaluation. • Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics. <p>AO3 [6] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • Further marks will be awarded if a candidate as able to write with flair and maintains a sharp focus on the question throughout. • For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.

Question	Answer	Marks	Guidance
2	<p>AO1: Candidates should display knowledge and understanding of globalisation and the nation state. Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • the meaning 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 • the meaning of globalisation – the development of interconnectedness between different global regions and states, seeing a decline in importance of geographical distances and territorial frontiers • different forms of globalisation – economic, cultural and political • the ideas of supranational governance – intergovernmental, supranational and also a world government. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • the ease of global communication – evidence for technological innovations such as the internet and satellite communications making territorial differences less important • evidence of economic globalisation – the operation of multinationals in outsourcing labour and encouraging a decline in protectionism. The increased importance of exports and balance of trade figure for economies • evidence of cultural globalisation – the spread of English as the second world language and prevalence of Western capitalism in advancing western style cultural values and commodities (eg global brands in sport, entertainment etc). Note attempts to resist this trend such as anti-Anglophone legislation affecting French radio and films 	50	<p>AO1 [20] – L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</p> <ul style="list-style-type: none"> • In order to access the higher mark bands candidates must include specific examples drawn from political theory and modern politics. • Award at L1 for basic understanding only (this would include very short answers). • Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and practice. Also award at this level where there are references made to modern politics but no reference is made to the ideas of political thinkers. • Award at L3 for a range of practical illustrative examples from modern politics and specific use of a range of relevant theorists. Also award at this level where there is a wide range of theorists used but mostly implicit use of examples drawn from modern politics. • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • evidence of political globalisation – the growth in international political organisations with the capacity to intervene in the affairs of nation states – UN and Libya, Iraq and Afghanistan resolutions. Also the emergence of regional political organisations such as the EU and African Union adopting federal style powers to determine united action • evidence of declining national sovereignty – influence of multinational corporations over economic policy, transfer of legislative powers to international bodies such as the EU (case study evidence such as the Factortame case may be used here), and the emergence of internal law with courts such as the War Crimes Tribunal in the Hague to arbitrate and prosecute violations (eg Radko Mladic prosecution). <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Hertz • Klein • Ohmae • Scholte • Lenin. <p>AO2: Candidates should assess the impact globalisation is having on the nation state.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • the role of technology in allowing globalisation to shrink territorial distances • the declining relevance of nation states and rise of ethnic-style identities (eg western-style values versus Islamic cultural values) 		<p>AO2 [24] – L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</p> <ul style="list-style-type: none"> • To access the higher mark bands candidates must go beyond a description of globalisation (award at L2 for description only). • Award at L1 for a basic description of global politics. • Award at the bottom of L2 for a description of globalisation. Award towards the top of the level for a few relevant arguments, or a wider range without synopticity. • Award at the bottom of L3 for analysis of the impact on the nation state of only one type of globalisation (ie economic, social or political forms of globalisation). Award also towards the bottom of this level where

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	<ul style="list-style-type: none"> • the changing concept of the nation state into competing states, producing strategies to cope with increased international competition. Thus the EU becomes a countervailing organisation to compete against the US, China and India • continued national identities prevalent through sport and political opinion seeking to retain internal sovereignty at a nation state level (right-wing opposition in countries such as the UK and US against supranational bodies) • the prospect of supranational political organisations transforming themselves into an effective world government – extension of the remit of the UN • Marxist-style criticisms that capitalism has imperial tendencies, eventually colonising the entire globe. • Discussion could focus upon the changing nature of the nation-state, due to cultural, political and economic aspects of globalisation. 		<p>globalisation is dealt with as a single entity. Also toward towards the bottom of the level if there are limited synoptic links made.</p> <ul style="list-style-type: none"> • Award towards the top of L3 where there is analysis of a range of types of globalisation and their impact on the nation state (there may be some unevenness in analysing the impact of the types of globalisation). Also award towards the top of this level where there is an attempt to produce a counter argument that the nation state will survive globalisation. • Award at L4 where there is clear, balanced and wide-ranging evaluation of the impact of globalisation in its different forms. • Award at the top of L4 where there is clear sophistication in the evaluation. • Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics. <p>AO3 [6] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • Further marks will be awarded if a candidate as able to write with flair and maintains a sharp focus on the question throughout. • For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.

Question	Answer	Marks	Guidance
3	<p>AO1: Candidates should display knowledge and understanding of legitimacy.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • the meaning of legitimacy – based on the concept of rightfulness or to declare legal. The process of legitimacy transforms the concept of power into authority and thus has moral overtones for political philosophers • the basis of legitimacy in Western democracy – normally associated with electoral consent but also the rightful exercise of power has constitutional and value-based overtones • the process of governance in Western democracy – associated with liberal democracy, thus having links to representative politics, protection of individual rights and liberties and the operation of a free market economy and media • The threats to legitimacy, as seen in neo-Marxist and elitist theory (legitimation crisis, declining social capital) <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • evidence of declining electoral legitimacy – comparison of UK turnout post-1945 would be useful here, as would similar evidence from abroad • evidence of growing apathy and disillusionment with the political process –declining party membership and the growth in direct action politics (case studies such as Plane Stupid and UK Uncut would be useful). Also violent public protests such as in Greece over the austerity cuts and the UK over tuition fees 	50	<p>AO1 [20] – L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</p> <ul style="list-style-type: none"> • In order to access the higher mark bands candidates must include specific examples drawn from political theory and modern politics. • Award at L1 for basic understanding only (this would include very short answers). • Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and practice. Also award at this level where there are references made to modern politics but no reference is made to the ideas of political thinkers. • Award at L3 for a range of practical illustrative examples from modern politics and specific use of a range of relevant theorists. Also award at this level where there is a wide range of theorists used but mostly implicit use of examples drawn from modern politics. • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

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	<ul style="list-style-type: none"> • evidence of mistakes made by Western politicians UK scandals such as Cash for Peerages and MPs expenses useful as well as international examples such as Kohl in Germany and Mitterand in France • evidence of loss of legitimacy from other institutions such as the financial sector following the credit crunch 2007–8 and the phone hacking scandals involving the media • evidence of uprisings resulting in regime change as seen in the Arab Spring of 2011. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Habermas • Gramsci • Chomsky • Putnam • Galbraith. <p>AO2: Candidates should discuss the view that Western democracies are no longer legitimate.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • the Habermas theory of a legitimisation crisis – originally outlined in the 1970s at a time of a fuel crisis and industrial militancy – how far does it still apply today? • the changing nature of political participation in Western politics – has there been a move away from electoral participation (there may be some discussion here of the disproportionate nature of electoral systems and also malpractice) and confidence in mainstream political parties to new political movements and forms of political protest? 		<p>AO2 [24] – L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</p> <ul style="list-style-type: none"> • To access the higher mark bands candidates must go beyond description of what makes Western democracies legitimate (award at L2 for description only). • Award at L1 for a basic description of how Western democracies operate. • Award at the bottom of L2 for description of legitimacy in western democracies. Also award at this level for a few relevant arguments on legitimacy, or a wider range without synopticity. • Award at the bottom of L3 for a one-sided answer to the issue. Also award towards the bottom of the level if there are limited synoptic links made. • Award towards the top of L3 where there is an attempt at a more balanced (there may be some unevenness in the discussion) discussion covering a range of issues. Also award towards the top of this level where there is an

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	<ul style="list-style-type: none"> • Has the legitimacy of politicians been undermined by unpopular decisions, mistakes and corruption? • Is there a crisis of legitimacy in Western-style capitalism? • Is declining participation necessarily damaging to government legitimacy (note Galbraith's theory of mature democracy)? • comparison of crises of legitimacy in dictatorial style regimes in North Africa and the Middle East as opposed to the West (triumph of liberal democracy could be useful here). 		<ul style="list-style-type: none"> • attempt to evaluate the different methods by which Western democracies gain legitimacy. • Award at L4 where there is clear, balanced and wide-ranging evaluation of the debate of a legitimisation crisis amongst Western democracies. • Award at the top of L4 where there is clear sophistication in the evaluation. • Note candidates should be able to access L4 if they produce a very good discussion focused only on the UK. • Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics. <p>AO3 [6] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout. • For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.

Question	Answer	Marks	Guidance
4	<p>AO1: Candidates should display knowledge and understanding of equality and an equal society.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • the meaning of equality – uniform apportionment which does not necessarily equate to sameness • different forms of equality – foundational, opportunity and outcome • ideological perspectives on equality – classical liberal ideas on foundational opportunity, modern liberal and conservative ideas on opportunity and socialist and Marxist ideas on outcome • different perspectives on an equal society – pluralist ideas on equal participation in decision making (links to meritocracy) in contrast to elitist theories rejecting the desirability and possibility of an equal society. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • evidence of foundational equality – political participation through universal suffrage, legal protection of fundamental democratic rights such as freedom of speech, assembly and protest • evidence of equality of opportunity – potential to participate in the political process, encouragement of diversity in political parties and engagement in the political process (political pluralism) • evidence of equality of outcome – party attempts to achieve greater female and ethnic minority representation in parliament (eg all female shortlists in the Labour Party and the A List in the Tory Party) • evidence of continuing inequality/elitism in British 	50	<p>AO1 [20] – L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</p> <ul style="list-style-type: none"> • In order to access the higher mark bands candidates must include specific examples drawn from political theory and modern politics. • Award at L1 for basic understanding only (this would include very short answers). • Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and practice. Also award at this level where there are references made to modern politics but no reference is made to the ideas of political thinkers. • Award at L3 for a range of practical illustrative examples from modern politics and specific use of a range of relevant theorists. Also award at this level where there is a wide range of theorists used but mostly implicit use of examples drawn from modern politics. • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

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	<p>politics (statistics on continued under-representation of women and ethnic minorities, in contrast to over-representation of Oxbridge and private school-educated social elites)</p> <ul style="list-style-type: none"> • evidence of a continued political establishment linked to the UK civil service, the City, media, military and Parliament • Evidence of unfair access to the decision making process for insider pressure groups and also bias in the political system towards the mainstream political parties. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Aristotle • Marx • Tawney • Rawls • Nozick. <p>AO2: Candidates should consider the extent to which the UK is a politically equal society.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • How far can political equality be achieved? Can it be only at a foundational level, or should attempts be made to achieve opportunities for all, or quotas be made to ensure equal involvement? • Is in fact the UK politically unequal due to the continuation of a political establishment, promoted by a self-perpetuating social elite at the heart of the political system? • Is there an increasing political underclass cut off 		<p>AO2 [24] – L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</p> <ul style="list-style-type: none"> • To access the higher mark bands candidates must go beyond a description of political equality (award at L2 for description only). Award at L1 for a basic description of UK decision making. • Award at the bottom of L3 for a one-sided argument. • Award towards the top of L3 where there is a two-sided argument (there may be some unevenness in this argument). Also award towards the top of this level where there is an evaluation of different forms of political equality that exist in the UK. • Award at L4 where there is clear and balanced evaluation of the extent of political equality in the UK. • Award at the top of L4 where there is clear sophistication in the evaluation.

Question	Answer	Marks	Guidance
	<p>by the mainstream political parties who focus on the marginal constituencies and floating voters?</p> <ul style="list-style-type: none"> • Do all interests have an equal opportunity to participate through political pluralism or is the system biased to influential insider sectional interest groups (neo-pluralism)? • Is it desirable to have a politically equal society or is an oligarchy more effective for good government (elitist perspectives)? 		<ul style="list-style-type: none"> • Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics. <p>AO3 [6] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • Further marks will be awarded if a candidate as able to write with flair and maintains a sharp focus on the question throughout. • For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.

Question	Answer	Marks	Guidance
5	<p>AO1: Candidates should display knowledge and understanding of the operation of the rule of law.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • the meaning of the rule of law – the process by which society is governed on a public set of enforceable rules that applies to all within a political community • role of the rule of law in Western democracy – law is applied equally to all – no one is above the law, punishment must only be given for a direct breach of law and there must be certainty of punishment if the law is breached, and the law must protect individual rights and liberties • the process by which the rule of law is upheld – constitutionally embedded with a clear separation of powers – legislators make the laws, executives enact them and the judiciary arbitrates upon them. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • constitutional protection of the rule of law – the US and German constitutions are relevant here with specific protection of rights and liberties through the due process of law • evidence of independent judiciaries – clear separation of powers across constitutional democracies and this was enhanced in the UK by the CRA, which built upon security of tenure through greater transparency and independence in the appointments process. There is plenty of scope for case study evidence on judicial independence in the UK with Supreme Court and former Law Lord Rulings criticising government decisions and 	50	<p>AO1 [20] – L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</p> <ul style="list-style-type: none"> • In order to access the higher mark bands candidates must include specific examples drawn from political theory and modern politics. • Award at L1 for basic understanding only (this would include very short answers). • Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and practice. Also award at this level where there are references made to modern politics but no reference is made to the ideas of political thinkers. • Award at L3 for a range of practical illustrative examples from modern politics and specific use of a range of relevant theorists. Also award at this level where there is a wide range of theorists used but mostly implicit use of examples drawn from modern politics. • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

Question	Answer	Marks	Guidance
	<p>parliamentary legislation (international comparisons also useful particular wealth of evidence from US Supreme Court interventions into political matters)</p> <ul style="list-style-type: none"> • evidence of conflict between the rule of law and parliamentary sovereignty in the UK – potential for retrospective legislation and defying legal decisions by Parliament (Commons vote upholding the ban on prisoner voting is such an example) • evidence of doubt as to whether the legal system is impartial – eg the high cost of using the courts for redress of grievance such as the taking out of injunctions sees high profile slander and libel cases available to the wealthy and not to ordinary citizens (eg Mosley’s privacy case and injunctions taken out by footballers and other celebrities). Evidence also could be deployed about the narrow social background of the judiciary in the UK. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Locke • Mill • Dicey • Devlin • Marx. <p>AO2: Candidates should consider the effectiveness of the operation of the rule of law in practice.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • How far do Dicey’s principles on the rule of law apply in practice? This would allow consideration of equality before the law, the process by which 		<p>AO2 [24] – L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</p> <ul style="list-style-type: none"> • To access the higher mark bands candidates must go beyond a description of the rule of law (award at L2 for description only). • Award at L1 for a basic description of how the law operates. • Award at the bottom of L2 for description of the rule of law in practice. Also award at L2 for a few relevant arguments, or a wider range lacking synopticity.

Question	Answer	Marks	Guidance
	<p>punishment is decided and the effectiveness by which law upholds individual rights and liberties</p> <ul style="list-style-type: none"> • comparison between the effectiveness of different democracies in upholding the rule of law – contrast between the constitutional protection in the US and the strength of parliamentary sovereignty in the UK – has the latter’s operation of the rule of law been improved by international commitments through the ECHR and EU? • issues relating to the impartiality of the judicial process – questions of judicial independence, narrow social background of many judges and the cost of legal redress could all be analysed • critiques on the concept of the rule of law – does it adequately protect citizens if the legislators frame illiberal laws (note criticisms of anti-terror legislation in the UK but also the application of the rule of law in dictatorial regimes) and also Marxist critique that it seeks to defend the rights of the ruling bourgeoisie and oppress the proletariat. 		<ul style="list-style-type: none"> • Award at the bottom of L3 for a one-sided argument on the effectiveness of the operation of the rule of law. Also award towards the bottom of the level if there are limited synoptic links made. • Award towards the top of L3 for an attempt at a more balanced argument with a range of factors on the effectiveness of the rule of law in practice (there may be some unevenness in this argument). • Award at L4 where there is clear, balanced and wide-ranging evaluation of the effectiveness of the operation of the rule of law. Expect at this level for its operation in more than one country to be considered. • Award at the top of L4 where there is clear sophistication in the evaluation. • Note candidates should be able to access L4 with reference to the rule of Law in the UK only. • Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics. <p>AO3 [6] – L4 = 6, L3 = 4–5, L2 – 2–3, L1 = 0–1</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • Further marks will be awarded if a candidate as able to write with flair and maintains a sharp focus on the question throughout. • For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.

Question	Answer	Marks	Guidance
6	<p>AO1: Candidates should display knowledge and understanding of right-wing nationalist ideas.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • the meaning of right-wing nationalism – support for an expansive nation state, primarily based on the nation as a cultural entity, thus wanting to protect traditional values through resisting integration with other nations and prevent the ‘watering down’ of cultural values and bloodstock through resisting multiculturalism • key values of right-wing nationalism – imperialism, xenophobia, anti-integration and chauvinism • types of right-wing nationalism – imperialist, racial, and elements of conservative nationalism. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • right-wing nationalist style parties in the UK – most obvious would be neo-fascist BNP, EDL and other splinter groups, however UKIP also fits the profile in certain respects • key right-wing nationalist parties in other EU countries – National Front in France is the most prominent in Europe, however the LPF and Party for Freedom, both Dutch parties have had considerable electoral success (the former participating in a short lived ruling coalition). There are also sizeable similar parties in a number of Nordic states (note shootings in Norway 2011) Italy and Germany, as well as former Warsaw Pact Eastern European states • influence of right-wing nationalist ideas on mainstream UK parties – elements on the right of 	50	<p>AO1 [20] – L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</p> <ul style="list-style-type: none"> • In order to access the higher mark bands candidates must include specific examples drawn from political theory and modern politics. • Award at L1 for basic understanding only (this would include very short answers). • Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and practice. Also award at this level where there are references made to modern politics but no reference is made to the ideas of political thinkers. • Award at L3 for a range of practical illustrative examples from modern politics and specific use of a range of relevant theorists. Also award at this level where there is a wide range of theorists used but mostly implicit use of examples drawn from modern politics. • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

Question	Answer	Marks	Guidance
	<p>the Conservative Party share albeit milder anti-integration, immigration and multicultural perspectives (note Cameron's speech on the end of multiculturalism and the legacy of Powell's 'rivers of blood speech'). Similar concerns about immigration have also been voiced in the Labour Party leading to anti-asylum seeker rhetoric from former government ministers such as Blunkett</p> <ul style="list-style-type: none"> • answers that focus upon the SNP and PC should not be rewarded highly. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Fichte • Chamberlain • Herder • De Gaulle. <p>AO2: Candidates should discuss the influence of right-wing nationalist ideas on modern political parties.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • the influence of right-wing nationalist parties in the UK – no direct influence in Westminster, although Conservatives do blame UKIP for defeat of Conservative candidates in some marginal seats. More influence in second order elections where UKIP is now the second largest UK party in the European Parliament and BNP also have 2 representatives. Both also have representation in local politics with UKIP especially stronger in the south and BNP holding seats in urban areas. Note danger of exaggerating BNP electoral 		<p>AO2 [24] – L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</p> <ul style="list-style-type: none"> • To access the higher mark bands candidates must go beyond a description of right-wing nationalism (award at L2 for description only). • Award at L1 for a basic description of nationalist ideas. • Award at the bottom of L2 for a description of right-wing nationalist party ideas only. Also award at this level for a few arguments on the influence of right-wing nationalist ideas on modern politics (or a wider range lacking synopticity). Note answers that focus largely upon liberal and left-wing nationalist parties such as PC and SNP should not access the higher mark bands. • Award at the bottom of L3 for a one-sided discussion of the influence of right-wing nationalism. Also award towards the bottom of the level if there are limited synoptic links made. • Award towards the top of L3 where there is a more balanced discussion (there may be some unevenness in

Question	Answer	Marks	Guidance
	<p>representation – they only had 28 council seats out of over 10,000 after the 2010 council Elections (reached a peak of 55 in 2008)</p> <ul style="list-style-type: none"> • the influence of right-wing nationalist ideas on other parties – how far have debates against EU closer integration, immigration, the rise of Islamophobia, and opposition to multiculturalism been influenced by right-wing nationalist ideas? Note mainstream politicians have had to respond to tabloid media promotion of a right-wing nationalist agenda • impact of ideas amongst other modern political parties – beyond the influence of right-wing nationalist parties in countries such as Holland and Austria where they have previously participated in ruling coalitions, they have set the agenda on certain occasions such as over the referendum on the EU Constitution in France and Holland. Like the BNP in the UK note the danger of exaggerating their influence, still all Western democracies tend to be dominated by mainstream centrist political parties. 		<p>this discussion) covering of a range of relevant influences. Also award towards the top of this level where there is an attempt to evaluate the influence of a range of right-wing nationalist parties.</p> <ul style="list-style-type: none"> • Award at L4 where there is clear, balanced and wide-ranging evaluation of the relative importance of right-wing nationalist ideas on western political parties. Expect at this level consideration of the influence of right-wing nationalist ideas on right-wing nationalist parties as well as other political parties. • Award at the top of L4 where there is clear sophistication in the evaluation. • Note candidates who only refer to UK political parties should still be able to access L4. • Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics. <p>AO3 [6] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • Further marks will be awarded if a candidate as able to write with flair and maintains a sharp focus on the question throughout. • For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.

Question	Answer	Marks	Guidance
7	<p>AO1: Candidates should display knowledge and understanding of liberalism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • 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 their satisfaction and maximum fulfilment • core principles of liberalism – individuality, preservation of individual freedom and rights, rationality and a belief in equal worth • strands of liberalism – classical and modern strands. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • evidence for the importance of Liberal parties in the UK – most obvious is the role played up until the 1920s of the Liberal Party, however also reference to the SDP Liberal Alliance in the 1980s and 90s as well as the Liberal Democrats (especially in its role as junior Coalition partners post-2010) • evidence of the influence of liberalism on the Conservative Party – Conservatives as a centre right party with a strong liberal wing ranging from libertarians such as David Davis and socially liberal conservatives such as Cameron. Note also evidence of classical liberal economic policies influencing New Right ideas • evidence of liberalism in the Labour Party – good examples of the influence of modern liberal welfare ideas in shaping the creation of the welfare state by Labour post-1945 and more latterly constitutional reform agenda enacted by New Labour. Also 	50	<p>AO1 [20] – L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</p> <ul style="list-style-type: none"> • In order to access the higher mark bands candidates must include specific examples drawn from political theory and modern politics. • Award at L1 for basic understanding only (this would include very short answers). • Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and practice. Also award at this level where there are references made to modern politics but no reference is made to the ideas of political thinkers. • Award at L3 for a range of practical illustrative examples from modern politics and specific use of a range of relevant theorists. Also award at this level where there is a wide range of theorists used but mostly implicit use of examples drawn from modern politics. • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

Question	Answer	Marks	Guidance
	<p>evidence of social liberalism within modern Labour Party policies</p> <ul style="list-style-type: none"> • Evidence of liberalism on the culture of mainstream political values in the UK – liberal democratic values as a basis of UK’s political system, especially relating to emphasis upon free market, media, political pluralism, toleration and individual rights and liberties agenda (there is plenty of scope for specific legislative examples here). <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Locke • Mill • Keynes • Beveridge • Rawls • Hayek. <p>AO2: Candidates should consider the extent to which liberalism has triumphed in UK politics.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • the limited importance of a modern liberal party – third party of British politics, albeit one that now has government experience – not alone enough to say liberalism has triumphed • the wider influence of liberalism as an ideology – role in shaping centrist agendas of all the mainstream political parties and also the central values inherent within the UK as a liberal 		<p>AO2 [24] – L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</p> <ul style="list-style-type: none"> • To access the higher mark bands candidates must go beyond description of liberalism (award at L2 for description only). • Award at L1 for a basic description of the UK Liberal Democratic Party. • Award at the bottom of L2 for a description of liberal ideas in UK politics. Also award at this level for a few relevant ideas of the influence of liberal ideas, or a wider range of factors lacking synopticity. • Award at the bottom of L3 for a one-sided discussion. Award towards the bottom of the level if there are limited synoptic links made. Award also towards the bottom of this level if the argument is focused exclusively on the

Question	Answer	Marks	Guidance
	<p>democracy – here the Fukuyama thesis is relevant albeit should not be the entirety of the essay</p> <ul style="list-style-type: none"> • the central principles of liberalism applied in practice – this could help shape the essay in highlighting its central role • the importance of other ideologies – socialist agenda shaping the post war agenda 1945–70 with commitment to nationalisation and economic redistribution (note an argument could be made that this itself was strongly influenced by the ideas of welfare liberals). Conservative agenda appears more relevant post-79 with the rise of the New Right and social authoritarian tendencies, albeit tinged with classical liberal economic values • postmodernist ideas that all ideologies are no longer relevant hence liberalism may have previously triumphed but no longer does so. 		<p>Fukuyama thesis about the triumph of liberal democracy.</p> <ul style="list-style-type: none"> • Award towards the top of L3 for a more balanced discussion (there may be some unevenness in this discussion) covering a range of relevant factors. • Award at L4 where there is clear and balanced evaluation of the triumph of liberalism in the UK. Expect at this level discussion of the domination of liberal ideas across a range of political parties as well as inherent in mainstream political values. • Award at the top of L4 where there is clear sophistication in the evaluation. • Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics. <p>AO3 [6] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • Further marks will be awarded if a candidate as able to write with flair and maintains a sharp focus on the question throughout. • For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.

Question	Answer	Marks	Guidance
8	<p>AO1: Candidates should display knowledge and understanding of environmentalism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • the meaning of environmentalism – a moderate branch of ecologism that seeks to reform man’s relationship with the natural world to restore a more harmonious balance. This shallow form of ecologism puts it at odds with deep ecologism that seeks to radically redefine mankind’s place in the natural order rejecting any sense of human superiority • the central principles of environmentalism – biodiversity, finding solutions to problems such as depletion of natural resources, damage to the ecosystem and natural habitats, anti-industrialisation and opposition to anthropocentrism • types of environmentalism – liberal, shallow and deep ecologism. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • evidence of the growth in the Green Party – now has a seat in Parliament (Caroline Lucas, Brighton Pavilion), 2 European Parliamentary seats (in a European voting bloc of 50), representation in the Scottish Parliament, Welsh Assembly, GLA and numerous council seats in the UK (61 in England after 2011 local council elections) • evidence of the growth in environmental pressure groups – there is plenty of scope for a range of case study evidence on environmental pressure groups and their campaigns – Green Peace and Brent Spa, Plane Stupid and the third runway at 	50	<p>AO1 [20] – L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</p> <ul style="list-style-type: none"> • In order to access the higher mark bands candidates must include specific examples drawn from political theory and modern politics. • Award at L1 for basic understanding only (this would include very short answers). • Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and practice. Also award at this level where there are references made to modern politics but no reference is made to the ideas of political thinkers. • Award at L3 for a range of practical illustrative examples from modern politics and specific use of a range of relevant theorists. Also award at this level where there is a wide range of theorists used but mostly implicit use of examples drawn from modern politics. • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

Question	Answer	Marks	Guidance
	<p>Heathrow etc</p> <ul style="list-style-type: none"> • evidence of environmental influence in UK mainstream party – Cameron’s ‘vote blue go green’ campaign, the Coalition carbon taxes, UK commitments to European CO2 emissions cuts and investment in renewable energy sources. Note environmental policies featured widely in the manifestos of the three major parties • evidence of wider impact on the political agenda – high profile media coverage of debates over environmental concerns such as global warming and Earth summits. Large membership of local, national and international environmental pressure groups. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Naess • Lovelock • Bookchin • Capra. <p>AO2: Candidates should consider the ways in which environmentalism has had an impact in the UK.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • impact on political parties – growth in the Green Party and also commitments by the mainstream parties (note Cameron’s attempts to portray himself as an environmentalist with photo opportunities in the lead up to the 2010 elections) • influence of environmental pressure groups directly influencing government policy – role of Greenpeace 		<p>AO2 [24] – L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</p> <ul style="list-style-type: none"> • To access the higher mark bands candidates must go beyond a description of environmentalism (award at L2 for description only). • Award at L1 for a basic description of environmental policies. • Award at the bottom of L2 for description of environmental issues in the UK. Also award at this level for a few relevant arguments, or a wider range lacking synopticity. • Award at the bottom of L3 for a one-sided argument on the influence of environmentalism in the UK. Also award towards the bottom of the level if there are limited synoptic links made.

Question	Answer	Marks	Guidance
	<p>in relevant departmental policy communities – note variation in tactics of environmental pressure groups dependent upon the size, resources and status of the different groups</p> <ul style="list-style-type: none"> • impact of the economic recession and slow economic growth – has this led to the declining influence of environmentalism? Note higher profile concerns such as rising fuel and energy prices have lessened public demand for more expensive alternative energy supplies • How committed are mainstream politicians to the environmental cause? Is there evidence of political expediency that will result in compromises over environmental issues (note Huhne, the Environment Secretary’s flight back from Rio to vote in the tuition fees vote in 2010)? • note critics of the environmental argument – limited amongst UK politicians (note press attention when DUP MP Sammy Rose criticised global warming theories). 		<ul style="list-style-type: none"> • Award towards the top of L3 for a more balanced argument on the influence of environmentalism (there may be some unevenness in this argument) covering a range of factors. • Award at L4 where there is clear, balanced and wide-ranging evaluation of the impact of environmentalism in the UK. Expect also at this level issues of relative importance in contrast with other political issues to be considered. • Award at the top of L4 where there is clear sophistication in the evaluation. • Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics. <p>AO3 [6] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • Further marks will be awarded if a candidate as able to write with flair and maintains a sharp focus on the question throughout. • For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.

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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