

GCE

Government and Politics

Unit **F854**: Political Ideas and Concepts

Advanced GCE

Mark Scheme for June 2014

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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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1. Annotations

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Acknowledged, credit-worthy. Page seen
	Good contemporary example/analysis
	Incorrect
	Example
	Vague
	Repetition
	Very good
	Not relevant
	Analysis
	Focus
	Spelling
	Unclear (in combination with other annotations)
	Positive (in combination with other annotations)
	Negative (in combination with other annotations)

2. 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>AO1: Candidates should display knowledge and understanding of the meaning of liberalism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • The linkage of the concept of liberalism to the Latin word 'liberalis' • The emphasis liberalism places upon the protection and enhancement of individual liberty • Other key themes related to liberalism including – positive view of human nature, belief in society being atomistic, tolerance, political pluralism, acceptance of foundational equality and equality of opportunity and constitutionally limited government • Variety of types of liberalism – classical, new, welfare, and libertarian. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Locke • Jefferson • Mill • TH Green • Berlin • Rawls. 	10	<p>AO1:</p> <ul style="list-style-type: none"> • Candidates must offer more than a reiteration of the source. • Maximum L2 should be awarded for limited knowledge and understanding of liberalism and no reference to relevant political thinkers. • Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers. • Award at L4 for comprehensive understanding with a range of relevant theorists used. <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 2 as a default mark. • At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised. Award at maximum L2 for underdeveloped answers. 	<p>AO1 [8]:</p> <p>Level 4 7–8 marks Level 3 5–6 marks Level 2 3–4 marks Level 1 0–2 marks</p> <p>AO3 [2]:</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>AO2: Candidates should discuss the extent to which freedom is the most important value of liberalism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> • Freedom – focussing on the individual underpinned by ideas of natural/ human rights and tying into concepts of toleration, individuality and limiting the powers of the state. Candidates may tie in the importance of freedom, especially in its negative sense to classical liberalism • Other factors – particularly prevalent to other forms of liberalism (New etc.)- • Equal rights • Equality of opportunity • Political pluralism/ toleration • Limited Government and constitutionalism • Justice 	15	<p>AO2:</p> <ul style="list-style-type: none"> • Award at L1 for a basic description of liberalism. • Award at L2 where there is description only of some of the values of liberalism. Award towards the top of the level if there is explicit reference to freedom – this may come in the form of a conclusion. • Award at the bottom of L3 if there is only discussion of the importance of freedom. • Award towards the top of L3 where there are a range of values discussed in terms of importance. • Award at L4 where there is a direct attempt to highlight the importance of freedom in context with other values – this may take the form of relative importance to the different strands of liberalism. • Award at the top of L4 where there is clear sophistication in the evaluation. • Expect at least discussion of 4 values to access L4. <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 2 as a default mark • 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. • At L2 and below, candidates will make frequent and intrusive spelling errors. The answer will lack focus and be disorganised. Award at maximum L2 for underdeveloped answers. 	<p>AO2 [12]</p> <p>Level 4 10–12 marks Level 3 7–9 marks Level 2 4–6 marks Level 1 0–3 marks</p> <p>AO3 [3]</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>AO1: Candidates should display knowledge and understanding of the meaning of democracy.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • The definition of democracy as a system where the people rule – this may be linked to the literal translation of demos and kratos. • The key characteristics of democracy – popular participation; free, fair and regular elections; constitutional government; equality of citizenship. • Different types – representative and direct forms <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Plato • Lincoln • Schumpeter • Rousseau • Bottomore <p>AO2: Candidates should discuss whether accountability is the most important feature of democracy.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> • The importance of accountability – especially the case in representative democracy – checking elite power, 	25	<p>AO1:</p> <ul style="list-style-type: none"> • 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. • Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant thinkers. • Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers. • Award at L4 for sophisticated understanding and comprehensive use of relevant thinkers. • Award at the top of L4 for completeness of understanding and extensive illustration through use of relevant thinkers. <p>AO2:</p> <ul style="list-style-type: none"> • Award at L1 for a basic description of democracy. • Award at L2 for a description of the different features of democracy and/or the different types. Award at the top of the level where there is implicit reference the importance of accountability and some limited consideration of other factors (1 or 2). 	<p>AO1 [10] Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p> <p>AO2 [10] 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>indirect role for citizens, and enabling specialised decision making but ensuring this is done with limited corruption.</p> <ul style="list-style-type: none"> • Other important features of democracy, this could include – popular sovereignty, the virtues of popular participation, adherence to a general will and ensuring majority opinions. • There should be some attempt to differentiate relative importance in terms of the different types of democracy (indirect and direct) 		<ul style="list-style-type: none"> • Award at the bottom of L3 where there is an attempt to consider the relative importance of accountability to democracy and a few other points. • Award towards the top of L3 where there is a direct discussion of the relative importance of accountability and also consideration of some other factors (expect 3 or 4 points). • Award at L4 where there is an attempt to consider the interrelationship of the features of democracy (5 or more factors) and also consideration of relative importance in terms of the different types of democracy. • Award at the top of L4 where there is clear sophistication in the evaluation. <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • 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. • At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised. Award at maximum L2 for underdeveloped answers. 	<p>AO3 [5]</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>AO1: Candidates should display knowledge and understanding of the meaning of a world government.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • The meaning of a world government – the abolition of nation states with globalised leadership coming from a single institution. • The meaning of globalisation in its economic, cultural and political forms. • Characteristics of a world government – pooled sovereignty, international consent, removal of territorial frontiers and global interdependency. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Kant • Hirst and Thompson • Hertz • Klein. <p>AO2: Candidates should discuss the view that world government is both undesirable and unachievable</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> • Problems relating to an increased democratic deficit • The continued popularity of the nation 	25	<p>AO1:</p> <ul style="list-style-type: none"> • 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. • Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant thinkers. • Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers. • Award at L4 for sophisticated understanding and comprehensive use of relevant thinkers. • Award at the top of L4 for completeness of understanding and extensive illustration through use of relevant thinkers. <p>AO2:</p> <ul style="list-style-type: none"> • Award at L1 for only a basic description of what is meant by a world government. • Award at L2 for discussion of the features of globalisation and the prospects for a world government. Also award towards the top of L2 where there is discussion of 1 or 2 relevant arguments over a world government. • Award at the bottom of L3 for a one-sided 	<p>AO1 [10] Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p> <p>AO2 [10] 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>state</p> <ul style="list-style-type: none"> Continued cultural divisions making a coherent set of common values impossible Popular protests against the increasing onset of globalisation Prospects of the UN as providing the basis for a world government The onset of globalisation has made the globe more culturally, politically and economically interdependent The ending of international conflicts The ability to address global problems holistically 		<p>answer that discusses some relevant arguments relating to a world government.</p> <ul style="list-style-type: none"> Award towards the top L3 where both sides are discussed, although there may be imbalance in the discussion (expect 3/4 relevant arguments for L3). Award at L4 where there is a balanced argument with sustained evaluation throughout (Expect 5 or more arguments discussed to access the top level). Award at the top of L4 where there is clear sophistication in the evaluation. <p>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach L3 and use 4 as a default mark. 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. At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised. Award at maximum L2 for underdeveloped answers. 	<p>AO3 [5]</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>AO1: Candidates should display knowledge and understanding of the meaning of legitimacy.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • A definition of legitimacy as rightfulness • The distinction between power, authority and legitimacy • The process of conferring legitimacy through popular consent • Differences between legitimacy in a democracy and dictatorship. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Beetham • Rousseau • Weber • Bentham • Aristotle. <p>AO2: Candidates should assess the sources of democratic legitimacy.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> • Electoral consent – what are the requirements for this • Adherence to the rule of law and constitution within the democratic state • Upholding of the popular shared values and beliefs of the populace 	25	<p>AO1:</p> <ul style="list-style-type: none"> • 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. • Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant thinkers. • Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers. • Award at L4 for sophisticated understanding and comprehensive use of relevant thinkers. • Award at the top of L4 for completeness of understanding and extensive illustration through use of relevant thinkers. <p>AO2:</p> <ul style="list-style-type: none"> • Award at L1 where there is a basic description only of legitimacy. • Award at L2 where there is description of democratic legitimacy with a focus on electoral consent only. Award towards the top of level some limited discussion of others methods of achieving democratic consent. • Award at the bottom of L3 where there is discussion of more than one method by which legitimacy is conferred. Award towards the top of the level where there are at least two methods of achieving 	<p>AO1 [10] Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p> <p>AO2 [10] 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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			<ul style="list-style-type: none"> Weber's notion of the perception of the right to rule Upholding the common good/ general will Marxist criticisms of manufactured consent in democracies. 		<p>legitimacy discussed (for and against).</p> <ul style="list-style-type: none"> Award at L4 where there is discussion of a range of methods (3 or more) and also a focus on the relative importance of the methods Award at the top of L4 for sophistication in the evaluation. <p>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach L3 and use 4 as a default mark. 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. At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised. Award at maximum L2 for underdeveloped answers. 	<p>AO3 [5]</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
5		<p>AO1: Candidates should display knowledge and understanding of the meaning of equality.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • The definition of equality as uniform apportionment as distinct from sameness • The different types of equality – formal/foundational, opportunity and outcome • Ideological perspectives on equality – Classical liberal – formal, modern liberal and modern conservative – opportunity, Socialist and Marxist – outcome. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Jefferson • Locke • Tawney • France • Marx. <p>AO2: Candidates should assess whether formal equality can be considered real equality.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> • Formal equality as equality before the law enshrined within classical liberal constitutions • Criticisms of formal equality as failing to 	25	<p>AO1:</p> <ul style="list-style-type: none"> • 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. • Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant thinkers. • Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers. • Award at L4 for sophisticated understanding and comprehensive use of relevant thinkers. • Award at the top of L4 for completeness of understanding and extensive illustration through use of relevant thinkers. <p>AO2:</p> <ul style="list-style-type: none"> • Award at L1 for only a basic description of equality without reference to formal equality. • Award at L2 for description only of the main types of equality (award towards the bottom of the level if only one of the types is described). Award towards the top of the level where there is implicit reference to the problems of formal equality – this 	<p>AO1 [10] Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p> <p>AO2 [10] 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>address obstacles to securing equality</p> <ul style="list-style-type: none"> • Modern liberal and conservative arguments advancing meritocratic values in removing the obstacles to equal chances • Arguments concerning morality and law • Left-wing criticisms of formal equality as failing to address social and economic equality • Feminist criticisms that formal equality perpetuates patriarchy 		<p>may come in the form of a conclusion.</p> <ul style="list-style-type: none"> • Award at maximum bottom of L3 where there is consideration of the three types of equality, highlighting each one's claim to be equal (this will lack critical evaluation). • Award towards the top of L3 where there is a critical assessment on why formal equality can be considered equal and critical assessment of also another form of equality. • Award at L4 where there is a balanced attempt to consider whether formal equality is truly equal (case for and against) and put into context with the critical assessment of the other forms of equality. • Award at the top of L4 where there is clear sophistication in the evaluation. <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • 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 • At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised. Award at maximum L2 for underdeveloped answers. 	<p>AO3 [5]</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
6		<p>AO1: Candidates should display knowledge and understanding of the meaning of order.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • The definition of order – stability relating to regular and stable forms of behaviour. • Contrast with disorder as seen as anarchy as indicated by instability and random, often violent, acts of behaviour • Political order - the state maintains discipline and control through laws and imposition of sanction. This form of order is imposed from above • Natural order/harmony – a form of social equilibrium emanating from individuals within a group and requiring no imposition of discipline from above. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Hobbes • Burke • Devlin • Kropotkin • Godwin 	25	<p>AO1:</p> <ul style="list-style-type: none"> • 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. • Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant thinkers. • Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers. • Award at L4 for sophisticated understanding and comprehensive use of relevant thinkers. • Award at the top of L4 for completeness of understanding and extensive illustration through use of relevant thinkers. 	<p>AO1 [10]</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>AO2: Candidates should discuss the view that society cannot function without order.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> • Conservative theories that see order as necessary and to be imposed from above • Order to be imposed through laws that spread a moral code • Fear that rejection of traditional values will result in disorder in society - permissiveness • Marxist criticisms that order imposes bourgeois dominance • Anarchist beliefs that political order is exploitative thus rejecting imposed order preferring natural harmony • Relationship between order and human nature – conservative pessimistic views of human nature thus require order, whereas left-wing socialist and anarchist positive views see political order as exploitative • Appreciation of what makes a functioning society. 		<p>AO2:</p> <ul style="list-style-type: none"> • Award at L1 for a basic description of order. • Award at L2 for a description of order with some relation to right and left-wing views (award towards the bottom of the level if only one of the perspectives are described). Expect 1 or 2 relevant arguments or unbalanced answer. • Award at the bottom of L3 where there are a range of arguments with some balance. • Award towards the top of L3 where there is a two-sided discussion of the importance of order (expect 3 or 4 points). • Award at L4 where there is a balanced discussion and a clear appreciation of the ideological framework over the importance of order to society (expect 5 or 6 points). • Award at the top of L4 where there is clear sophistication in the evaluation. <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • 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. • At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised. Award at maximum L2 for underdeveloped answers. • 	<p>AO2 [10]</p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p> <p>AO3 [5]</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>AO1: Candidates should display knowledge and understanding of conservatism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • Definition of ideology – a coherent and fixed set of principles that provide the analysis for problem solving • The definition of conservatism as a reactionary theory that seeks to preserve past traditions and values, whilst advocating at most gradual change • Core principles – negative human nature thus requiring the imposition of order and discipline; support for tradition and the sanctity of property; pragmatic and individualistic • Types of conservatism – authoritarian, reactionary, paternalistic, one-nation, libertarian and the New Right. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Hobbes • Burke • Chesterton • Oakeshott • Hayek. 	25	<p>AO1:</p> <ul style="list-style-type: none"> • 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. • Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant thinkers. • Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers. • Award at L4 for sophisticated understanding and comprehensive use of relevant thinkers. • Award at the top of L4 for completeness of understanding and extensive illustration through use of relevant thinkers. 	<p>AO1 [10]</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>AO2: Candidates should discuss whether conservatism is an ideology.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> • Conservative dislike of dogmatic principles and a lack of a world view (Weltanschauung) or ideal society • Promotion of pragmatic attitudes towards problem solving providing an evolutionary set of values rather than principles • Rejection of scientific methodology in analysing society • Conservatism as a counter-ideology • Aspects that can be considered ideological – negative view of human nature, sanctity of key values (property, order and promotion of inequality) • Variation in ideological underpinning of different types of conservatism pragmatic paternalistic/ one-nation conservatism versus ideological New Right • Debate over whether the New Right is conservative 		<p>AO2:</p> <ul style="list-style-type: none"> • Award at L1 where there is a basic description of conservatism. • Award towards the bottom of L2 where there is description of the values and types of conservatism and towards the top for a limited or one-sided argument (expect 1 or 2 relevant points) • Award at L3 where there is a two-sided discussion (expect 3 to 4 relevant points). • Award at L4 where there is a balanced discussion of a range of arguments on the ideological basis of conservatism (expect 5 or 6). Expect at this level a subtle appreciation of the different types of conservatism as well as the extent of its fixed/ variable values. Award at this level also answers that use an effective criteria for assessing conservatism as an ideology. • Award at the top of L4 where this is evaluation is sophisticated. <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • A further mark will be awarded if a 	<p>AO2 [10]</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>candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</p> <ul style="list-style-type: none"> At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised. Award at maximum L2 for underdeveloped answers. 	<p>AO3 [5]</p> <p>Level 4 5 marks Level 3 4 marks Level 2 2–3 marks Level 1 0–1 mark</p>
8			<p>AO1: 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"> The definition of feminism as an ideology seeking to promote the status and role of women in society by tackling the male domination in social, economic and political spheres The three waves of feminism The types of feminism – liberal, radical and Marxist, post-feminism <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> Wollstonecraft Friedan Millet Greer Firestone. 	25	<p>AO1:</p> <ul style="list-style-type: none"> 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. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant thinkers. Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers. Award at L4 for sophisticated understanding and comprehensive use of relevant thinkers. Award at the top of L4 for completeness of understanding and extensive illustration through use of relevant thinkers. 	<p>AO1 [10]</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>AO2: Candidates should discuss whether gender equality is the most important value of feminism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> • The importance of gender equality – the belief that there should be parity between the sexes in terms of political, social and economic opportunity. This is seen as the basis of liberal feminism but some radical feminists reject equality as a concept instead proposing separateness, whereas Marxist feminists see gender equality a sub-section of economic inequality • Patriarchy – society is dominated by men who deliberately exploit women for their own material and sexual gains – seen as a core value by some but the basis of this exploitation is debated between the different types of feminism • Otherness – perception of women as an inferior species that needs combating through cultural change – debate between feminists over how ingrained perception of inferiority can be overcome • Liberation – freeing women from male exploitation – liberal sees this through liberating women legally, economically and culturally whereas radical and Marxist see economic liberation as primary/the basis of other freedoms. 		<p>AO2:</p> <ul style="list-style-type: none"> • Award at L1 where there is a basic description of feminism. • Award at L2 where there is only a general description of the values and/or types of feminism (award towards the bottom of the level if only values or types are discussed). • Award towards the bottom of L3 where there is a focus on the relative importance of gender equality and also some discussion of the importance of another value. • Award towards the top of L3 where there is a critical assessment of at least one other value and also gender equality. • Award at L4 where there is critical assessment of at least three values of feminism including gender equality. • Award at the top of L4 where there is sophistication in the evaluation. <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • 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. • At L2 and below, candidates will make 	<p>AO2 [10] Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p> <p>AO3 [5] Level 4 5 marks Level 3 4 marks Level 2 2–3 marks</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised. Award at maximum L2 for underdeveloped answers.	Level 1 0–1 mark

APPENDIX 1

Advanced GCE Assessment Matrix

There are **four** levels of assessment of all three AOs in the A2 units. Level 4 is the highest level that can reasonably be expected from a candidate at the end an Advanced GCE course.

Level	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
4	Thorough and accurate knowledge and clear and detailed understanding of relevant concepts, ideas and political systems. Ability to make valid comparisons between them.	High level of skill in the interpretation, analysis and evaluation of relevant political information (including, the identification of parallels, connections, similarities and differences between aspects of the political systems studied). Ability to recognise bias and faulty argument and to reason effectively towards an individual and informed conclusion.	Ability to distinguish relevant and important factors correctly and integrate these into a balanced, well-focused argument. Ability to communicate this clearly and present it legibly and logically in fluent coherent style containing few, if any, errors of grammar, punctuation and spelling.
3	Good knowledge and understanding of relevant concepts, ideas and political systems. Ability to make some valid comparisons between them.	Good level of skill in the interpretation, analysis and evaluation of the relevant political issues (including, the identification of parallels, connections, similarities and differences between aspects of the political systems studied). Some attempt to recognise bias and faulty argument and to reason sensibly towards a sound conclusion.	Ability to identify the most important factors and present a relevant argument legibly and clearly if, at times, lacking incisiveness. There may be occasional errors of grammar, punctuation and spelling.
2	Limited knowledge and understanding of relevant concepts, ideas and political systems. Limited awareness of standard points of comparison.	Limited level of skill in the interpretation, analysis and evaluation of the relevant political issues (including, the identification of parallels, connections, similarities and differences between aspects of the political systems studied). Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. Reasoning may be incomplete and, while opinions may be offered, they are unlikely to be supported by argument.	Limited attempt to distinguish relevant material, which is assembled into a limited argument with some sense of order and legibility. There may be some errors of grammar, punctuation and spelling.
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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