

**GCE**

**Government and Politics**

Unit **F854**: Political Ideas and Concepts

Advanced GCE

**Mark Scheme for June 2016**

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

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## Annotations

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

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

**Subject-specific Marking Instructions**

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

**The Assessment Matrix**

Broadly speaking and depending on the question, examiners should look for:

- a balanced and well-focused answer;
- which correctly identifies a number and range of relevant and important factors;
- in detail;
- and communicates these clearly and in a logical, fluent and coherent style;
- containing few, if any, errors of grammar, punctuation and spelling.

And credit answers which display knowledge and understanding of:

- current examples;
- political concepts, theories and language;
- other political systems including the EU;
- parallels, connections, similarities and difference.

**The Mark Scheme**

The mark scheme is indicative of the kinds of points likely to be raised by candidates in answering the questions. However, because of the nature of the subject, it cannot be regarded as definitive and the professional judgement and training of individual examiners will apply.

All substantive issues surrounding the paper will be settled at the standardisation meeting and through the arrangements made by OCR to ensure a consistent approach by all examiners. Examiners should contact the Principal Examiner if they have any concerns about the way an individual script should be marked.

Question		Answer	Marks	Guidance																	
				Content	Levels of response																
1	(a)	<p><b>AO1:</b> Answers should display knowledge and understanding of the meaning of nationalism.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The belief in the concept of the nation-state.</li> <li>• Desire to unite the people into a single political entity.</li> <li>• Desire to promote national aspirations.</li> <li>• Protect the nation state from external threats and promote self-determination.</li> <li>• Desire to protect the indigenous culture of the nation.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Mazzini</li> <li>• Von Herder</li> <li>• De Gaulle</li> <li>• Nyerere</li> </ul>	10	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• Candidates must offer more than a reiteration of the source (award at L1 for source only).</li> <li>• Maximum L2 should be awarded for limited knowledge and understanding of nationalism and no reference to relevant political thinkers.</li> <li>• Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers.</li> <li>• Award at L4 for comprehensive understanding with a range of relevant theorists used.</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most answers to reach L3 and use 2 as a default mark.</li> <li>• At L2 and below, answers will include frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised. Also award at this level answers that are underdeveloped.</li> </ul>	<p><b>AO1 [8]:</b></p> <table> <tr> <td>Level 4</td> <td>7–8 marks</td> </tr> <tr> <td>Level 3</td> <td>5–6 marks</td> </tr> <tr> <td>Level 2</td> <td>3–4 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table> <p><b>AO3 [2]:</b></p> <table> <tr> <td>Level 4</td> <td>2 marks</td> </tr> <tr> <td>Level 3</td> <td>2 marks</td> </tr> <tr> <td>Level 2</td> <td>1 mark</td> </tr> <tr> <td>Level 1</td> <td>0–1 mark</td> </tr> </table>	Level 4	7–8 marks	Level 3	5–6 marks	Level 2	3–4 marks	Level 1	0–2 marks	Level 4	2 marks	Level 3	2 marks	Level 2	1 mark	Level 1	0–1 mark
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	(b)	<p><b>AO2:</b> Answers should compare and contrast liberal nationalism with conservative forms of nationalism.</p> <p>They should refer to some of the following:</p> <p>This comparison could include:</p> <ul style="list-style-type: none"> <li>• Similarities – aspiration to unite the people; formation of a sovereign state based largely on nationality; the desire to unite scattered peoples.</li> <li>• Differences – differing attitudes towards freedom; defensive nature of conservative nationalism as opposed to the aspirational features of liberal nationalism.</li> </ul>	15	<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• To access the higher marks bands answers should not only explain the two types of nationalism, but must also highlight points of similarities and differences.</li> <li>• Award at the bottom of L2 for only descriptions of the two types (or L1 if a general description of nationalism without reference to liberal and conservative). Also award at L2 for a superficial or limited range of comparisons.</li> <li>• Where there is a one-sided comparison only, award at the bottom of L3.</li> <li>• Award towards the top of L3 where there is a range of comparisons (expect 2 or 3 points of comparison) made.</li> <li>• Award at L4 where there is a balanced comparison covering a wide range of factors (expect at least 4 points of comparison)</li> <li>• Award at the top of L4 where there is clear sophistication in the evaluation.</li> </ul>	<p><b>AO2 [12]:</b></p> <table> <tr> <td>Level 4</td> <td>10–12 marks</td> </tr> <tr> <td>Level 3</td> <td>7–9 marks</td> </tr> <tr> <td>Level 2</td> <td>4–6 marks</td> </tr> <tr> <td>Level 1</td> <td>0–3 marks</td> </tr> </table>	Level 4	10–12 marks	Level 3	7–9 marks	Level 2	4–6 marks	Level 1	0–3 marks
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					<p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most answers to reach L3 and use 2 as a default mark.</li> <li>• A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>• At L2 and below, answers will include frequent and intrusive spelling errors. The answer will lack focus and be disorganised. Also award at this level answers that are underdeveloped.</li> </ul>	<p><b>AO3 [3]:</b></p> <table> <tr> <td>Level 4</td> <td>3 marks</td> </tr> <tr> <td>Level 3</td> <td>2 marks</td> </tr> <tr> <td>Level 2</td> <td>2 marks</td> </tr> <tr> <td>Level 1</td> <td>0–1 mark</td> </tr> </table>	Level 4	3 marks	Level 3	2 marks	Level 2	2 marks	Level 1	0–1 mark
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2			<p><b>AO1:</b> Answers should display knowledge of direct and representative democracy</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Understanding of direct democracy – a system that seeks to directly include the citizenship in the executive, legislative and judicial functions of the state and thus focusing sovereignty within the populace.</li> <li>• Understanding of representative democracy – a system that seeks to achieve governance through a professional class of politicians that represent the citizenship through free, fair and regular elections. As such parliamentary bodies tend to assume sovereignty albeit ultimate power normally still resides with the populace.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Aristotle</li> <li>• Plato</li> <li>• Rousseau</li> <li>• Burke</li> <li>• Mill</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• In order to access the top mark bands answers must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists.</li> <li>• Maximum L2 should be awarded for limited understanding and/or only a few accurate references to relevant theorists (this might be 1 or 2 references).</li> <li>• Award L3 for good understanding and the inclusion of a range of relevant political thinkers (this might be between 3 and 7 references).</li> <li>• Award L4 for complete understanding and comprehensive use of relevant theorists (this might be 8 or more references).</li> <li>• Award at the top of L4 for sophisticated understanding and extensive illustration through use of theorists.</li> </ul>	<p><b>AO1 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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			<p><b>AO2:</b> Answers should assess the extent to which direct and representative models of democracy are similar.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Similarities – necessity for engagement of the citizenship; political equality for all citizens; accountable decision making processes based upon majoritarianism; sovereignty to reside with the people.</li> <li>• Differences – extent of engagement of the citizenship; the principle of representation only applies to indirect systems; emphasis upon accountability in indirect systems versus direct engagement; criticisms of mob rule associated with direct democracy and corruption levelled at indirect systems.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• To access the higher marks bands answers should not only explain the two models of democracy, but must also highlight points of similarities and differences.</li> <li>• Award at L1 for a basic description of democracy</li> <li>• Award at the bottom of L2 for only descriptions of the two types. Also award at L2 for a superficial or limited range of comparisons (expect 1 or 2 points of comparison).</li> <li>• Where there is a one-sided comparison only (focus on similarity most likely) award at maximum bottom L3.</li> <li>• Award towards the top of L3 where there is a range of comparisons made (expect 3 or 4 points of comparison).</li> <li>• Award at L4 where there is a balanced comparison covering a wide range of factors (expect at least 5 points of comparison).</li> <li>• Award at the top of L4 where there is clear sophistication in the evaluation with a genuine attempt to focus on the extent of similarity between the two models.</li> </ul>	<p><b>AO2 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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3			<p><b>AO1:</b> Answers should display knowledge and understanding of the meaning of sovereignty and potential places where it might reside.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of sovereignty – the execution of ultimate power in terms of legal and political decision making and enforcement.</li> <li>• The meaning of popular sovereignty – the idea that the citizenship are the ultimate arbiters of power.</li> <li>• Parliamentary sovereignty – ultimate power should reside in the legislature who act as the representatives of the citizenship.</li> <li>• Absolute sovereignty – ultimate power resides in the hands of a single ruler, usually an absolute monarch.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Hobbes</li> <li>• De Maistre</li> <li>• Rousseau</li> <li>• Paine</li> <li>• Locke</li> <li>• Dicey</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• In order to access the top mark bands answers must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists.</li> <li>• Maximum L1 for a basic understanding of the meaning of sovereignty (expect no relevant references to political theorists).</li> <li>• Maximum L2 should be awarded for limited understanding and/or only a few accurate references to relevant theorists (this might be 1 or 2 references).</li> <li>• Award L3 for good understanding and the inclusion of a range of relevant political thinkers (this might be 3-7 references).</li> <li>• Award L4 for complete understanding and comprehensive use of relevant theorists (this might be 8 or more).</li> <li>• Award at the top of L4 for sophisticated understanding and extensive illustration through use of theorists.</li> </ul>	<p><b>AO1 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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			<p><b>AO2:</b> Answers should discuss the view that sovereignty should reside with the people. They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• For and against popular sovereignty - the belief that sovereignty is non-transferable and cannot be given away to others; the dangers of centralising sovereignty into the hands of a single individual or institution; the criticism that dividing sovereignty amongst the citizenship produces weak and fractured government; decision making becomes the sum of individual desires as opposed to the national interest.</li> <li>• For and against parliamentary sovereignty – the existence of an unchallengeable legal institution to provide governance in the name of the people; the reality that no institution can hold absolute legal and political sovereignty ; the dangers of sectional wills elevating above the general will.</li> <li>• For and against absolute sovereignty – the indivisibility of sovereignty thus allowing governance through an absolute power; the lack of accountability and dangers of corruption.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• Award at L1 for a basic description of sovereignty.</li> <li>• Award towards the bottom of L2 for description only of the location of sovereignty with some inference to applicability. Award towards the top of L2 where there is only a focus upon the advantages and disadvantages of popular sovereignty (expect 1 or 2 arguments only).</li> <li>• Award at L3 where there is a discussion of the advantages and disadvantages of popular sovereignty and some consideration of other potential areas for location (expect 3 or 4 relevant points to be made overall). Also award at the bottom of the level where there is a comprehensive discussion of the advantages and disadvantages of popular sovereignty but no real reference to other potential locations.</li> <li>• Award at L4 where there is discussion of the advantages and disadvantages of popular sovereignty as well as comprehensive coverage of other locations (expect at least 5 points overall).</li> <li>• Award at the top of L4 where there is clear sophistication in the evaluation and direct reference to the focus on popular sovereignty.</li> </ul>	<p><b>AO2 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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			<ul style="list-style-type: none"> <li>• ggovernance</li> <li>• the territorial integrity of a nation-state</li> <li>• cultural bonds that unite the nation-state</li> </ul>		<b>AO3:</b> <ul style="list-style-type: none"> <li>• Expect most answers to reach L3 and use 4 as a default mark.</li> <li>• A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>• At L2 and below, answers will include frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised. Also award at this level answers that are underdeveloped.</li> </ul>	<b>AO3 [5]:</b> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 marks</td> </tr> <tr> <td>Level 2</td> <td>2–3 marks</td> </tr> <tr> <td>Level 1</td> <td>0–1 mark</td> </tr> </table>	Level 4	5 marks	Level 3	4 marks	Level 2	2–3 marks	Level 1	0–1 mark
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4			<p><b>AO1:</b> Answers should display knowledge and understanding of the typologies of authority.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of legal rational authority – perception of the right to rule based upon the holding of an office, usually granted through an electoral mandate.</li> <li>• Other forms of authority – traditional – the perception of the right to rule emanating from traditional support for long standing institutions, these being founded upon traditional customs; charismatic – perception of the right to rule based on the personality of the occupant with an expectation of loyalty from the followers of the person in authority.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Weber</li> <li>• Burke</li> <li>• Mill</li> <li>• Rousseau</li> <li>• Arendt</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• In order to access the top mark bands answers must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists.</li> <li>• Award at L1 for a basic description of authority (expect no references to political theorists).</li> <li>• Maximum L2 should be awarded for limited understanding of the typologies of authority and/or only a few accurate references to relevant theorists (this might be 1 or 2 references).</li> <li>• Award L3 for good understanding and the inclusion of a range of political thinkers (this might be between 3-7 thinkers)</li> <li>• Award L4 for complete understanding and comprehensive use of relevant theorists (this might be 8 or more).</li> <li>• Award at the top of L4 for sophisticated understanding and extensive illustration through use of theorists.</li> </ul>	<p><b>AO1 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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			<p><b>AO2:</b> Answers should discuss whether legal-rational authority is the most legitimate form of authority.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The extent of legitimacy of legal rational – de jure sense of authority thus authority exercised by the office holder often based on some sense of electoral mandate; the problems of bureaucratic anonymity.</li> <li>• The extent of legitimacy of traditional authority – perception based on traditional customs and thus rooted in societal culture; lack of electoral accountability.</li> <li>• The extent of legitimacy of charismatic authority – de facto concept based on personal loyalty; dangers of abuse and excessive authority leading to totalitarianism.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands answers must discuss the legitimacy of the typologies of authority.</li> <li>• Award at L1 for a basic description of authority</li> <li>• Award at the bottom of L2 where there is description of the typologies with some inference as to their legitimacy. Also award towards the top of L2 where there is a limited range of arguments related to legal rational authority only (expect 1 or 2 arguments).</li> <li>• Award at the bottom of L3 where there is coverage of a wider range of arguments relating to the legitimacy of legal rational authority only.</li> <li>• Award towards the top of L3 where there are a range of arguments relating to legitimacy of more than one type of authority (expect 3 or 4).</li> <li>• Award at L4 where there are a wide range of arguments (expect 5 or more) with each having their validity evaluated. Do not award at this level if there is no attempt to consider legitimacy.</li> <li>• Award at the top of L4 where there is clear sophistication in the analysis.</li> </ul>	<p><b>AO2 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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					Content	Levels of response
5			<p><b>AO1:</b> Answers should display knowledge and understanding of liberty and equality.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Understanding of the concept of liberty – the belief in maximising personal liberty, thus limiting the encroachment of the state upon the individual (note reference might be made to negative and positive connotations of liberty).</li> <li>• Understanding of the concept of equality – the uniform apportionment for each member of society – this might extend to political, social and welfare issues (note reference might be made to equality in its various types - formal, legal, opportunity and outcome).</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Mill</li> <li>• Bentham</li> <li>• Hayek</li> <li>• Marx</li> <li>• Rawls</li> <li>• Tawney</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• In order to access the top mark bands answers must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists.</li> <li>• Award at L1 for a basic description of liberty and/or equality (expect no reference to political theorists)</li> <li>• Maximum L2 should be awarded for limited understanding of liberty and equality and only a few accurate references to relevant theorists (this might be 1 or 2).</li> <li>• Award at L3 where there is good understanding of liberty and equality and illustration through the use of a range of relevant political thinkers (this might be between 3 and 7 references).</li> <li>• Award L4 for complete understanding of liberty and equality, and comprehensive use of relevant theorists (this might be 8 or more references).</li> <li>• Award at the top of L4 for sophisticated understanding and extensive illustration through use of theorists.</li> </ul>	<p><b>AO1 [10]:</b></p> <p>Level 4 9–10 marks</p> <p>Level 3 6–8 marks</p> <p>Level 2 3–5 marks</p> <p>Level 1 0–2 marks</p>

Question			Answer	Marks	Guidance									
					Content	Levels of response								
			<p><b>AO2:</b> Answers should discuss the compatibility of equality and liberty in society.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>Arguments for their incompatibility – equality emphasising the needs of the collective whereas liberty the needs of the individual; equality promoting an activist state, whereas liberty limiting the degree of state encroachment; supporters of liberty promoting a rights based agenda whereas supporters of equality emphasising a social/ welfare based agenda. The discussion of incompatibility will probably take ideological perspectives with liberty as promoted in its negative sense by classical liberals and equality as promoted by Marxist and socialists advocating degrees equality based on outcome.</li> <li>Arguments for their compatibility – equality limited to a political sense with links to protective forms of democracy as advocated by liberals; liberty as defined in its positive connotation having links to a welfare agenda providing some degree of social equality. The discussion of compatibility will likely adopt a modern liberal and social</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>In order to access the higher mark bands answers should go beyond description of liberty and equality.</li> <li>Award at L1 for a basic description of liberty and/ or equality (expect no reference to the views of political theorists).</li> <li>Award at the bottom of L2 for description including reference to the types of equality and liberty thus making some reference to compatibility. Award towards the top of the level where there are a few arguments relating to compatibility (expect 1 or 2).</li> <li>Award at the maximum bottom of L3 were there is a one-sided discussion of compatibility.</li> <li>Award towards the top of L3 where there is a balanced discussion of a range of arguments relating to compatibility (expect 3 or 4).</li> <li>Award at L4 where there is a balanced assessment of a wide range of arguments relating to compatibility (expect 5+).</li> <li>Award at the top of L4 where there is clear sophistication in the analysis.</li> </ul>	<p><b>AO2 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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			democratic outcome to the two concepts highlighting compromises between the two concepts.		<b>AO3:</b> <ul style="list-style-type: none"> <li>Expect most answers to reach L3 and use 4 as a default mark.</li> <li>A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>At L2 and below, answers will include frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised. Also award at this level answers that are underdeveloped.</li> </ul>	<b>AO3 [5]:</b> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 marks</td> </tr> <tr> <td>Level 2</td> <td>2–3 marks</td> </tr> <tr> <td>Level 1</td> <td>0–1 mark</td> </tr> </table>	Level 4	5 marks	Level 3	4 marks	Level 2	2–3 marks	Level 1	0–1 mark
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Question			Answer	Marks	Guidance									
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6			<p><b>AO1:</b> Answers should display knowledge and understanding of natural law and positive law.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>The meaning of natural law – law needs to conform to a higher moral code, either God-given or based on accepted secular principles.</li> <li>The meaning of positive law – law as the will of the sovereign, divorced from moral codes. Morality can ascertain whether laws are good or bad but are not the basis of the law.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>Aristotle</li> <li>Aquinas</li> <li>Locke</li> <li>Osbourne</li> <li>Austin</li> <li>Hart</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>In order to access the top mark bands answers must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists.</li> <li>Award at L1 for a basic understanding of the concept of law</li> <li>Maximum L2 should be awarded for limited understanding of natural and positive law and/or only a few accurate references to relevant theorists (this might be 1 or 2).</li> <li>Award at L3 where there is good understanding of natural and positive law and illustration through the use of a range of relevant political thinkers (this might be 3-7).</li> <li>Award L4 for complete understanding of natural and positive law and comprehensive use of relevant theorists (this might be 8+).</li> <li>Award at the top of L4 for sophisticated understanding and extensive illustration through use of theorists.</li> </ul>	<p><b>AO1 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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Question			Answer	Marks	Guidance									
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			<p><b>AO2:</b> Answers should assess the extent to which natural law and positive law are similar.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>The similarities - role of morality in determining whether laws are good or bad; law emanates from a higher being/ institution (albeit one being sovereign within a nation and the other exceeding external boundaries); expectation that laws continue to obeyed.</li> <li>The differences – morality provides the blueprint for natural law, but is not necessary for positive law; natural law has no external boundaries whereas positive law is the will of the internal sovereign; the purpose that law serves – natural to cement appropriate moral code whereas positive to allow the conferring of power on the institutions of government.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>In order to access the higher mark bands, answers should go beyond description of natural and positive law.</li> <li>Award at L1 for a basic description of the concepts.</li> <li>Award at the bottom of L2 for an inferred comparison between the two concepts. Award towards the top of the level where there are a few points of comparison made (expect 1 or 2 points of comparison).</li> <li>Award at the maximum bottom of L3 where there is a one-sided answer only (either similarities or differences).</li> <li>Award towards the top of L3 where there is a balanced comparison covering a range of relevant factors (expect 3 or 4 points of comparison).</li> <li>Award at L4 where there is a wide-ranging and balanced comparison of the two concepts (expect 5 or more points of comparison).</li> <li>Award at the top of L4 where there is clear sophistication in the analysis and a clear focus on how similar.</li> </ul>	<p><b>AO2 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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Question			Answer	Marks	Guidance									
					Content	Levels of response								
7			<p><b>AO1:</b> Answers should display knowledge and understanding of new liberalism and libertarianism. They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Understanding new liberalism – a strand of liberalism that highlights the need for social obligation, defining liberalism in its positive sense thus seeing the state as a vehicle for social advancement in removing the obstacles to the fulfilment of self-mastery. Note some might seek to define new liberalism as economic neo-liberalism which advocates economic laissez-faire policies and a rolling back of the state's obligations.</li> <li>• Understanding of libertarianism – the desire to remove as many of the restrictions upon the individual as possible, thus leading to a very minimal state and the maximisation of individual choice. The aim is to remove the dependency culture and encourage self-reliance.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Hobson</li> <li>• Hobhouse</li> <li>• Green</li> <li>• Spencer</li> <li>• Smiles</li> <li>• Nozick</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• In order to access the top mark bands answers must display accurate knowledge and understanding of new Liberalism and libertarianism and illustrate their explanation with reference to political thinkers.</li> <li>• Award at L1 for a basic understanding of liberalism (expect no reference to the views of political theorists).</li> <li>• Maximum L2 should be awarded for limited understanding of new liberalism and/or libertarianism. There might only be a few accurate references to relevant thinkers (this might be only 1 or 2).</li> <li>• Award at L3 where there is good understanding of new liberalism and libertarianism and illustration through the use of a range of relevant political thinkers (this might be 3-7 relevant references).</li> <li>• Award L4 for complete understanding of new liberalism and libertarianism (note this excludes defining new liberalism as neo-liberalism), and comprehensive use of relevant theorists (this might be 8 or more relevant references).</li> <li>• Award at the top of L4 for sophisticated understanding and extensive illustration through use of theorists.</li> </ul>	<p><b>AO1 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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Question			Answer	Marks	Guidance									
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			<p><b>AO2:</b> Answers should compare and contrast new liberalism with libertarian forms of liberalism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Similarities – both highlight the ultimate aim of maximising human independence and freedom; both seek to promote individual choice; both seek to achieve self-realisation.</li> <li>• Differences – new liberalism promotes positive liberty, libertarianism focuses on protecting negative liberty; new liberalism sees a more interventionist state, whereas libertarianism seeks to curtail the state to a bare minimum; new liberalism sees state action as enhancing liberty whereas libertarianism sees it as leading to a dependency culture.</li> <li>• Note: those answers that define new liberalism in a neo-liberal stance will struggle to differentiate between the concept and libertarianism.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• To access the higher mark bands answers should not only explain new liberalism and libertarianism, but must also highlight points of similarity and difference.</li> <li>• Award at L1 for basic description of the two ideologies.</li> <li>• Award at the bottom of L2 for some implicit attempt to compare the ideologies. Award towards the top of L2 for a limited and/or superficial comparison of the two ideologies (expect 1 or 2 points of comparison).</li> <li>• Award at the maximum bottom of L3 for a one-sided comparison of the ideologies. Answers that define new liberalism in a neo-liberal sense will struggle to go beyond bottom L3 due to difficulties in differentiating neo-liberalism and libertarianism.</li> <li>• Award towards the top of L3 where there are a range of points of comparison with some balance (expect 3 or 4 points of comparison).</li> <li>• Award at L4 where there is a wide range of balanced comparisons made (expect 5 or more points of comparison)</li> <li>• Award at the top of L4 where this is clear sophistication in the evaluation.</li> </ul>	<p><b>AO2 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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Question			Answer	Marks	Guidance									
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8			<p><b>AO1:</b> Answers should display knowledge and understanding of ecologism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>The meaning of ecologism – the scientific analysis of humanity’s relationship with the animal world and the physical environment. It is based around an inter-connected set of beliefs that broadly are divided into shallow ecologism and deep ecologism</li> <li>The meaning of ideology – a coherent doctrine that seeks to establish political truth (note debate over the meaning of an ideology)</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>Naess</li> <li>Lovelock</li> <li>Capra</li> <li>Bookchin</li> <li>Porritt</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>In order to access the top mark bands answers must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists.</li> <li>Maximum L2 should be awarded for limited understanding and/or only a few accurate references to relevant theorists.</li> <li>Award at L3 for good understanding and illustration through the use of a range of political thinkers.</li> <li>Award L4 for complete understanding and comprehensive use of relevant theorists.</li> <li>Award at the top of L4 for sophisticated understanding and extensive illustration through use of theorists.</li> </ul>	<p><b>AO1 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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Question			Answer	Marks	Guidance									
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			<p><b>AO2:</b> Answers should evaluate the extent to which ecologism can be considered an ideology.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Does ecologism have a shared set of ideological principles - biodiversity, opposition to anthropocentrism and anti-industrialisation.</li> <li>• Does this provide an end-point or merely a philosophical approach?</li> <li>• Is ecology a counter-ideology (opposition to humanity's impact upon the globe)?</li> <li>• Is there a 'family of ecologists' based around common stances (shallow and deep ecologism)? Or is ecologism a convenient tag to group together disparate environmental/political movements?</li> <li>• Recognition of the ambiguity surrounding the concept of political ideology thus making it difficult to define absolutely what makes ecologism ideological.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands, answers should avoid just describing ecologism and also have a clear understanding of the meaning of ideology.</li> <li>• Award at L1 for basic description only.</li> <li>• Award at the bottom of L2 for a description of ecologism with some implicit link to ideology. Award towards the top of the level where there is a limited and/or superficial attempt to assess the ideological basis of ecologism (expect 1 or 2 relevant arguments).</li> <li>• Award at the maximum bottom of L3 for a one-sided discussion of what makes ecologism ideological.</li> <li>• Award towards the top of L3 for a more balanced assessment (expect 3 or 4 relevant arguments).</li> <li>• Award at L4 for a wide range of factors in discussed in a balanced manner of what makes ecologism ideological (expect 5 or more arguments).</li> <li>• Award at the top of L4 where there is clear sophistication in the analysis.</li> </ul>	<p><b>AO2 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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## 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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