

**GCE**

**Government and Politics**

Unit **F854**: Political Ideas and Concepts

Advanced GCE

**Mark Scheme for June 2017**

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 protective democracy.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The protection of natural/human rights.</li> <li>• The restriction of the state's ability to intervene in the lives of citizens.</li> <li>• Representative system of government.</li> <li>• Constitutional limits on state power.</li> <li>• Acceptance of inequalities within society.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Locke</li> <li>• Mill</li> <li>• Bentham</li> <li>• Madison</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 protective democracy 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 discuss the appeal of democracy.</p> <p>They should refer to some of the following:</p> <p>This discussion could include:</p> <ul style="list-style-type: none"> <li>• Democratic accountability over decision makers.</li> <li>• Moral claim for citizens to participate in the decision making process</li> <li>• Improve civic virtue and harmony within society</li> <li>• Democracy provides an engine for social change</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 central features of democracy, but discuss why they are appealing</li> <li>• Award at L1 for description only of features of democracy</li> <li>• Award at bottom of L2 where there is some inference of appeal.</li> <li>• Award at L2 for a superficial or limited range of appeal</li> <li>• Award at L3 where a range of appeals are discussed</li> <li>• Award at L4 where the discussion is wide-ranging.</li> <li>• Award at the top of L4 where there is clear sophistication in the discussion.</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>• 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>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> <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	10–12 marks	Level 3	7–9 marks	Level 2	4–6 marks	Level 1	0–3 marks	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 the nation-state</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of the nation-state – form of autonomous political organisation with overlapping bonds of citizenship and nationality.</li> <li>• Different ideological perspectives on the nation-state (liberal and socialist – basis on civic loyalty and allegiance and conservatives – ethnic unity).</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>• Gellner</li> <li>• Meinecke</li> <li>• Anderson</li> <li>• Bobbitt</li> </ul> <p><b>AO2:</b> Answers should discuss what makes the nation-state so appealing.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Nationalist support for the nation-</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>AO2:</b></p> <ul style="list-style-type: none"> <li>• To access the higher marks bands answers should not only explain the key features of a nation-state but also assess their appeal.</li> <li>• Award at L1 for a basic description of the nation-state</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	
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			<p>state providing autonomy and self-governance.</p> <ul style="list-style-type: none"> <li>• Liberal opposition to imperialism and support for national independence.</li> <li>• Cultural cohesion and political unity.</li> <li>• Fear of globalization – cultural political and economic.</li> <li>• Continued operation of the nation-state with a globalised world.</li> </ul>		<ul style="list-style-type: none"> <li>• Award at L2 for a few attempts to consider why the nation-state is so appealing (expect 1 or 2 points discussed or a range of underdeveloped points). Award at bottom of level where inference on appeal only.</li> <li>• Award at L3 where there is a range of appeals discussed (expect 3 or 4 points of discussion).</li> <li>• Award at L4 where the discussion is wide-ranging (expect at least 5 points of discussion or very detailed discussion of 4).</li> <li>• Award at the top of L4 where there is clear sophistication in the discussion and differentiation shown importance of the various appeals.</li> </ul> <p><b>AO3:</b></p> <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>	<p><b>AO2 [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> <p><b>AO3 [5]:</b></p> <p>Level 4 5 marks</p> <p>Level 3 4 marks</p> <p>Level 2 2–3 marks</p> <p>Level 1 0–1 marks</p>

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3		<p><b>AO1:</b> Answers should display knowledge and understanding of the meaning of political authority.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Political authority as the rightful exercise of power in the political context.</li> <li>• Different typologies of authority – legal rational, traditional and charismatic de facto and de jure.</li> <li>• different ideological perspectives on authority – conservative perspective of authority being natural and beneficial thus necessary, liberal and socialist perspectives of it stemming from the people but needs limiting, revolutionary socialists, anarchists and libertarians see it as an instrument of oppression that ultimately needs removing.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Weber</li> <li>• Hobbes</li> <li>• Locke</li> <li>• Arendt</li> <li>• Reich</li> <li>• Bakunin</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• In order to access the top mark bands 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 political authority (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> <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>

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			<p><b>AO2:</b>                      Answers should discuss the view that political authority is both necessary and desirable.                      They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Liberal support for restricted authority emanating from below but not imposed from above – thus necessary but not partially desirable.</li> <li>• Conservative support for political authority imposed from above in the form of traditional authority – see it as necessary and desirable.</li> <li>• Left wing fears over the imposition of authority rejecting its desirability unless stemming from the masses. Do see some necessity until the withering away of the state (Marx)</li> <li>• Anarchist rejection of authority as necessary and desirable used as a tool of oppression.</li> <li>• Dangers of excessive authority especially associated with charismatic forms.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• Award at L1 for a basic description of political authority.</li> <li>• Award at L2 for a discussion that covers either necessary or desirability. Also award at L2 where the discussion covers only a few relevant points, or a superficial coverage of a wider range of factors.</li> <li>• Award at L3 where there is a discussion of both desirability and necessary although this might lack a degree of balance (expect 3 or 4 relevant points of discussion).</li> <li>• Award at L4 where there is a balanced discussion of both necessary and desirability (expect at least 5 points discussed or a very detailed discussion of 4).</li> <li>• Award at the top of L4 where there is clear sophistication in the discussion and clear differentiation between the 2 issues made.</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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4		<p><b>AO1:</b> Answers should display knowledge and understanding of legal and moral rights.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of rights as entitlements for citizens to act or be treated in a particular way.</li> <li>• Legal rights – rights that are incorporated into a legally enforceable framework – referred to as positive rights in that they are enjoyed regardless of their moral content.</li> <li>• Moral rights – rights that should be fulfilled but lack any legal framework. Often linked to some religious framework espousing how individuals should lead their lives. Provides basis for natural and human rights theories.</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>• Hohfeld</li> <li>• Locke</li> <li>• Jefferson</li> <li>• Bentham</li> <li>• Marx</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 and moral rights are fundamentally different.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>Differences – lack of codification for moral rights in comparison to legal; lack of legal enforcement for moral rights in comparison to legal; philosophical basis of moral rights in comparison to the empirical nature of legal rights; positivist nature of legal rights lacking a moral code.</li> <li>Similarities – moral rights often provide the framework for codification into legal rights; both still provide a sense of entitlement either through citizenship or humanity; both seek to provide a framework for the operation of people’s lives.</li> <li>Expect consideration of fundamental difference in the sense of their origins.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>In order to access the higher mark bands answers must compare the 2 concepts.</li> <li>Award at L1 for a basic description of the concepts.</li> <li>Award at L2 where there is a limited range of comparisons made (expect 1 or 2 comparisons). Also award at this level where the comparison is completely one-sided (either similarity or difference).</li> <li>Award at L3 where there are a range of comparisons made (expect 3 or 4). Also award at this level for a wider-ranging comparison that lacks balance.</li> <li>Award at L4 where there are a wide range of comparisons (expect 5 or more or very detailed comparison of 4) and these have a good degree of balance.</li> <li>Award at the top of L4 where there is clear sophistication in the comparison and consideration of the idea of fundamentally different considered.</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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5		<p><b>AO1:</b> Answers should display knowledge and understanding of civil disobedience.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Understanding of the concept of obligation – requirement or duty, note distinction between being obliged (link to coercion) and having an obligation (duty).</li> <li>• The meaning of civil disobedience – the deliberate breaking of minor, often civil laws, in order to protest against perceived greater injustices.</li> <li>• The concept of the rule of law obliging all citizens of a state to obey the law without exception and that these laws apply to all citizens.</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>• Dicey</li> <li>• Hart</li> <li>• Locke</li> <li>• Thoreau</li> <li>• Gandhi</li> <li>• King</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 civil disobedience (expect no reference to political theorists)</li> <li>• Maximum L2 should be awarded for limited understanding of civil disobedience 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 civil disobedience 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 civil disobedience, 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>

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			<p><b>AO2:</b> Answers should discuss the view that civil disobedience is only justifiable in a dictatorship.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Justifications for civil disobedience within a dictatorship including adherence to a higher concept of moral justice, the breaking of perceived unjust or wicked laws, the lack of alternative sources of protest (lack of electoral legitimacy etc.) and the deliberate protesting against the conduct of the state.</li> <li>• Criticisms of civil disobedience within a dictatorship including the undermining of law and order and state authority; the perceived right to rule based upon popular consent expressed in a dictatorship through other means than electoral legitimacy.</li> <li>• Candidates might also consider the role of civil disobedience within a democracy thus questioning whether breaking of laws can be legitimate when the state have a democratic mandate.</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 civil disobedience.</li> <li>• Award at L1 for description only of civil disobedience</li> <li>• Award at L2 where there are a few arguments over the justifiability (expect 1 or 2), or a wider range of superficial arguments. Also award at this level for a totally one-sided discussion.</li> <li>• Award at L3 where there is a balanced discussion of a range of arguments relating to justifiability (expect 3 or 4).</li> <li>• Award at L4 where there is a balanced discussion of a wide range of arguments relating to justifiability (expect 5 or more or very detailed discussion of 4).</li> <li>• Award at the top of L4 where there is clear sophistication and balance in the discussion.</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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					<p><b>AO3:</b></p> <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>	<p><b>AO3 [5]:</b></p> <p>Level 4      5 marks</p> <p>Level 3      4 marks</p> <p>Level 2      2–3 marks</p> <p>Level 1      0–1 mark</p>

6		<p><b>AO1:</b> Answers should display knowledge and understanding of revolutionary and democratic socialism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of socialism – a political ideology based upon egalitarian principles in which the means of production, distribution and exchange are operated in the interests of the working classes.</li> <li>• The meaning of revolutionary socialism – an ideology that advocates a socialist style state brought about by the forceful overthrow of capitalism.</li> <li>• The meaning of democratic socialism - an ideology that seeks a socialist style state through gradualism</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Marx</li> <li>• Blanqui</li> <li>• Mao</li> <li>• Bernstein</li> <li>• Tawney</li> <li>• Benn</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 socialism</li> <li>• Maximum L2 should be awarded for limited understanding of revolutionary and democratic socialism 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 revolutionary and democratic socialism 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 revolutionary and democratic socialism 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 border="0"> <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 of difference between revolutionary and democratic socialism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The differences – revolutionary socialism has a more negative view of the state than democratic forms; revolutionary rejects individual freedom as bourgeois, whereas democratic sees it as feasible but still relegates it beneath the collective interest; capitalism to be abolished under revolutionary but curtailed under democratic.</li> <li>• The similarities – Both seek a socialist style state based on egalitarian principles; class based analogy of society; collectivist principles based on a positive view of human nature.</li> <li>• Note answers might seek to discuss extent in highlighting similarities and differences.</li> <li>• Answers might also differentiate between means and ends between the two strands of socialism.</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 revolutionary and democratic socialism.</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). Also award at this level where there is a completely one-sided answer (either similarities or differences).</li> <li>• Award at 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 or 4 very well developed 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> <p>Level 4      9–10 marks  Level 3      6–8 marks  Level 2      3–5 marks  Level 1      0–2 marks</p>
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				<p><b>AO3:</b></p> <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>	<p><b>AO3 [5]:</b></p> <p>Level 4      5 marks  Level 3      4 marks  Level 2      2–3 marks  Level 1      0–1 mark</p>
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Question		Answer	Marks	Guidance									
				Content	Levels of response								
7		<p><b>AO1:</b> Answers should display knowledge and understanding of the values of conservatism. They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of conservatism –a political tradition that seeks to defend the status quo against doctrinaire ideologies and radical change.</li> <li>• The core values of conservatism – tradition, property, order, pragmatism, individualism and a negative conception of human nature.</li> <li>• Types of conservatism – authoritarian, reactionary, paternalistic, one-nation, libertarian and the New Right.</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>• Burke</li> <li>• Chesterton</li> <li>• Oakeshott</li> <li>• Hayek.</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 values of conservatism and illustrate their explanation with reference to political thinkers.</li> <li>• Award at L1 for a basic understanding of conservatism (expect no reference to the views of political theorists).</li> <li>• Maximum L2 should be awarded for limited understanding of the values of conservatism. 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 the values of conservatism 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 the values of conservatism 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									
				Content	Levels of response								
		<p><b>AO2:</b> Answers should discuss whether the protection of property is the most important value of conservatism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The importance of property – opposition to collectivism is shared with classical liberals and provides a defence against the rise of socialism and the fear of the property less working classes.</li> <li>• The importance of tradition and preservation – providing the link to the past to ensure the society is rooted in preserving the values and traditions and institutions that have served it well – it defines conservatism as a reactionary ideology. Note for the New Right, tradition can be overridden by the need to promote the needs of free-market competition and individualism.</li> <li>• The importance of a negative view of human nature in which individuals need to be restrained otherwise free will lead to anarchy – this is linked to the importance of order to prevent a descent into chaos,</li> <li>• The importance of individualism – society should protect free choice and privacy dividing the public and</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• To access the higher mark bands answers should not only describe features of conservatism.</li> <li>• Award at L1 for basic description of conservatism.</li> <li>• Award at L2 for a limited assessment of the importance of the values of conservatism (expect 1 or 2 points discussed) Also award at this level if only tradition covered.</li> <li>• Award at L3 where there are a range of values discussed (expect 3 or 4 points of discussion).</li> <li>• Award at L4 where there is a wide range of values discussed (expect 5 or more points of discussion)</li> <li>• Award at the top of L4 where this is clear sophistication in the discussion and a genuine attempt to conclude if tradition is the most important value.</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								
			<p>private spheres of existence – this has links to classical liberalism and is particularly emphasised by modern strands of conservatism.</p> <ul style="list-style-type: none"> <li>Pragmatism – avoidance of doctrinaire change and empirical in nature in observing what works and what needs to evolve. Associated mostly with One Nation style conservatism.</li> <li>Answers might seek to argue relative importance of the values based around their links to the different strands of conservatism.</li> </ul>		<p><b>AO3:</b></p> <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>	<p><b>AO3 [5]:</b></p> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 marks</td> </tr> <tr> <td>Level 2</td> <td>2–3 marks</td> </tr> <tr> <td>Level 1</td> <td>0–1 mark</td> </tr> </table>	Level 4	5 marks	Level 3	4 marks	Level 2	2–3 marks	Level 1	0–1 mark
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Question		Answer	Marks	Guidance									
				Content	Levels of response								
8		<p><b>AO1:</b> Answers should display knowledge and understanding of liberal and radical feminism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• The meaning of radical feminism – a strand of feminism that seek to radically overhaul the relationship between men and women in society seeing patriarchy as the main form of oppression in society</li> <li>• The meaning of liberal feminism – a strand of feminism that seeks to promote the status of women in society through removing legal, economic and political obstacles to their achievement of equality.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Wollstonecraft</li> <li>• Friedan</li> <li>• Millet</li> <li>• Greer</li> <li>• Firestone.</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 radical and liberal feminism 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 (expect 1 or 2).</li> <li>• Award at L3 for good understanding and illustration through the use of a range of political thinkers (expect 3-7).</li> <li>• Award L4 for complete understanding and comprehensive use of relevant theorists (expect 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									
					Content	Levels of response								
			<p><b>AO2:</b> Answers should assess the extent of difference between radical and liberal feminism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>Differences – radical feminists do not distinguish between public and private spheres of existence seeing patriarchy dominate both whereas liberals seek to make gains only in the public sphere; Radicals see liberal gains as illusory masking failure to change attitudes relating to sex and gender; Radicals see an interconnectedness between different forms of exploitation whereas liberals seek to achieve gains in separate areas; Radicals seek to separate men and women in society to allow a development of female consciousness whereas liberals see female fulfilment possible within existing society.</li> <li>Similarities – Both promote female equality whilst accepting biological differences between the genders; both seek to enhance female consciousness and remove male domination over women; both seek to remove exploitation of women in legal, political, social and economic spheres; both seek</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 liberal and radical feminism 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 implicit comparison only. Award towards the top of the level where there is a limited and/or superficial comparison between liberal and radical feminism (expect 1 or 2 relevant comparisons). Also award at this level where there is a completely one-sided comparison (similarities or differences).</li> <li>Award at L3 for a wider and a largely balanced comparison (expect 3 or 4 relevant comparisons).</li> <li>Award at L4 for a wide range of factors compared in a balanced manner (expect 5 or more arguments).</li> <li>Award at the top of L4 where there is clear sophistication in the comparison and a genuine attempt to assess extent of difference.</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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			<p>to eradicate the status of women as victims through combatting issues such as rape, prostitution and pornography.</p> <ul style="list-style-type: none"> <li>Answers might seek to identify similar end points between the two strands although adopting different means to achieve these.</li> </ul>		<p><b>AO3:</b></p> <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>	<p><b>AO3 [5]:</b></p> <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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## 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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