

Government and Politics

Advanced GCE **F854**

Political Ideas and Concepts

Mark Scheme for June 2010

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

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

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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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.

Section A																	
Question Number	Answer	Max Mark															
1 (a)	<p>Explain what is meant by the term ‘authority’.</p> <p><i>Specification: power, authority and legitimacy - meaning of authority</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>7-8</td> <td>2</td> </tr> <tr> <td>Level 3</td> <td>5-6</td> <td>2</td> </tr> <tr> <td>Level 2</td> <td>3-4</td> <td>1</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p>AO1 [8]; AO3 [2]</p> <p>AO1: Candidates should display knowledge and understanding of meaning of authority.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • A generic understanding of authority based around the rightful exercise of power • The ideas of being in authority and being an authority • The relationship between power and authority • Authority as a philosophical as opposed to an empirically observable concept. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Weber • Beetham • Arendt. <p>Candidates must offer more than re-iteration of the source. Maximum L2 should be awarded for limited knowledge and understanding of authority and no use of relevant theorists. Award at L4 for a comprehensive understanding with a range of relevant theorists used.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar. Award 1 mark for quality of spelling and punctuation and 1 mark for fluency and coherence.</p>		AO1	AO3	Level 4	7-8	2	Level 3	5-6	2	Level 2	3-4	1	Level 1	0-2	0-1	[10]
	AO1	AO3															
Level 4	7-8	2															
Level 3	5-6	2															
Level 2	3-4	1															
Level 1	0-2	0-1															

Section A																	
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1 (b)	<p>Compare and contrast Weber's three forms of authority.</p> <p><i>Specification: power, authority and legitimacy - typologies of authority</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>10-12</td> <td>3</td> </tr> <tr> <td>Level 3</td> <td>7-9</td> <td>2</td> </tr> <tr> <td>Level 2</td> <td>4-6</td> <td>2</td> </tr> <tr> <td>Level 1</td> <td>0-3</td> <td>0-1</td> </tr> </tbody> </table> <p>AO2 [12]; AO3 [3]</p> <p>AO2: Candidates should compare and contrast Weber's three ideal types of authority; legal rational, traditional and charismatic.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> • How authority is bestowed upon the individual/body • How far authority is permanent in each model • Linkage to how each allows the exercising of power • Extent of effective legitimacy of each model • Relevance of each to modern society. <p>Note: to access the higher mark bands answers should not only explain the three models but must also highlight points of comparison and differences - award at L2 for only descriptions of the models. Award at L4 where there is an attempt to compare and contrast all 3 models in an evaluative manner. Award at the top of the level where there is clear sophistication in the evaluation.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <p>L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.</p> <p>L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.</p> <p>L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.</p> <p>L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>		AO2	AO3	Level 4	10-12	3	Level 3	7-9	2	Level 2	4-6	2	Level 1	0-3	0-1	[15]
	AO2	AO3															
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Section B																						
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2	<p>Assess the arguments in favour of democracy.</p> <p><i>Specification: democratic theory - advantages and disadvantages of democracy</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of the meaning of democracy.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • A generic understanding of democracy - literal translation of rule by the people • Understanding of a range of linked ideas such as majority rule, direct and indirect democracy and political participation and consent • Understanding of various perspectives on democracy including pluralism and elitism. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Rousseau • Jefferson • Mill • Plato • Mosca • Michels • Schumpeter • Ortega Y Gasset. <p>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</p> <p>AO2: Candidates should assess the validity of arguments in favour of democracy. They should refer to some of the following:</p> <ul style="list-style-type: none"> • Protection of the individual against the state • Provide democratic accountability of representatives and the government 		AO1	AO2	AO3	Level 4	9-10	9-10	5	Level 3	6-8	6-8	4	Level 2	3-5	3-5	2-3	Level 1	0-2	0-2	0-1	[25]
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	<ul style="list-style-type: none"> • Encourage active participation of citizenship in public affairs and improve the overall level of virtuousness of the citizens • Provide vehicle for social and political change • Emphasis upon political equality and the needs of the community above selfish individual wants. <p>Note: in order to access the higher mark bands candidates must not just describe the arguments in favour but also consider their validity (award at L2 for description only). Award at L4 where evaluation is made by assessing the extent of validity through analysis of the weakness in the arguments. Award at the top of the level where there is clear sophistication in the analysis.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar. L4 answers will be coherent, fluent and contain very few spelling and punctuation errors. L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors. L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors. L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

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3	<p>Discuss which characteristic best defines the concept of the nation state.</p> <p><i>Specification: the state, nation, sovereignty and globalisation - different characteristics of the state</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of the concept of the nation state.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • Generic understanding of the concept of the nation state - the idea of an identifiable political community that exerts sovereignty within its borders • Understanding of the various characteristics including sovereignty, territorial jurisdiction, monopoly of means of coercion, public institutions of government and the legitimate support of its citizenship • Understanding of other forms of nationhood including cultural and ethnic. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Hobbes • Hegel • Weber • Bobbitt. <p>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</p>		AO1	AO2	AO3	Level 4	9-10	9-10	5	Level 3	6-8	6-8	4	Level 2	3-5	3-5	2-3	Level 1	0-2	0-2	0-1	[25]
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Section B		
Question Number	Answer	Max Mark
	<p>AO2: Candidates should discuss the different characteristics of the nation state. They should refer to some of the following:</p> <ul style="list-style-type: none"> • Candidates should identify the relative importance of each characteristic by considering issues such as the need for establishing order and good government, protection from foreign intervention or aggression and securing of consent from the citizenship (in doing this candidates might highlight examples of what makes a successful nation state - these must be kept brief) • The position of the nation state with regards to internal and external pressures on its existence • Comparison with characteristics that identify other forms of political associations - eg empires and federations. <p>Note: in order to access the higher mark bands candidates must consider the relative importance of each factor and give reasons for the distinction between factors. Award at L2 where there is description only of the factors. Award at L4 where evaluation is made of the relative merits of each factor and effective justification is given for the choice of one particular factor. Award at the top of the level where there is clear sophistication in the analysis.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <p>L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.</p> <p>L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors</p> <p>L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.</p> <p>L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

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4	<p>Compare and contrast negative with positive liberty.</p> <p><i>Specification: rights, liberty and equality - different interpretations of liberty including positive and negative liberty</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of positive and negative liberty.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • Understanding of the generic concept of liberty - an individual's ability to carry out actions without influence from others • Understanding of negative liberty - freedom from, emphasizing lack of state interference, ie freedom outside the confines of law; law thus should only protect and not infringe upon personal liberty • Understanding of positive liberty - freedom to do, emphasizing self mastery, political participation and the removal of obstacles to fulfilment of freedom for all • Links to classical liberal support for negative liberty and modern liberal acceptance also of positive liberty. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Berlin • Mill • Locke • TH Green • Nozick • Bentham. <p>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</p>		AO1	AO2	AO3	Level 4	9-10	9-10	5	Level 3	6-8	6-8	4	Level 2	3-5	3-5	2-3	Level 1	0-2	0-2	0-1	[25]
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Section B		
Question Number	Answer	Max Mark
	<p>AO2: Candidates should compare and contrast negative and positive forms of liberty. They should refer to some of the following:</p> <ul style="list-style-type: none"> • Nature of freedom (freedom from versus ability to do) • Extent of state intervention (economic and political) • The balance between the needs of individuals and the needs of all citizens • Type of state required to achieve each type of liberty (laissez-faire versus developmental and welfare state) • Political links (negative - classical liberal and conservative, positive - modern liberal and socialist). <p>Note: in order to access the higher mark bands candidates must go beyond a description of each type of liberty but compare and contrast the two concepts. Award at L2 where only one aspect is covered. Award at L4 where there is an evaluative as opposed to a descriptive comparison made and some attempt given to consider extent in the comparison. Award at the top of the level where there is clear sophistication in the analysis.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <p>L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.</p> <p>L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.</p> <p>L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.</p> <p>L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

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5	<p>To what extent do natural duty and social contract theories of obligation differ?</p> <p><i>Specification: law, order, justice and obligation - different models of obligation including natural duty and contractual</i></p> <table border="1"> <thead> <tr> <th></th> <th>A01</th> <th>A02</th> <th>A03</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of social contract and natural duty theories of obligation.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • Understanding of the concept of obligation - requirement or duty, note distinction between being obliged (link to coercion) and having an obligation (duty) • Understanding of contractual obligation - various forms but some concept of consent, tacit or otherwise and idea of agreement between citizenship and state • Understanding of natural duty - links to idea of having an obligation, basis of conservative ideas towards duty lacking rational grounds for obligation • Candidates might also link natural duty to teleological theories (goal orientated form of obligation). <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Hobbes • Rousseau • Locke • Rawls • Plato • Burke • Scruton. <p>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</p>		A01	A02	A03	Level 4	9-10	9-10	5	Level 3	6-8	6-8	4	Level 2	3-5	3-5	2-3	Level 1	0-2	0-2	0-1	[25]
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Section B		
Question Number	Answer	Max Mark
	<p>AO2: Candidates should consider the extent of difference between natural duty and social contract theories. They should refer to some of the following:</p> <ul style="list-style-type: none"> • The basis of obligation (being obliged versus having an obligation) • The variety of different forms of contractual obligation (conservative, liberal, developmental and socialist forms) • Potential for withdrawal of consent (complete obligation under natural duty versus limited contractual forms) • Similarities in both in reality advocating duties of citizenship in comparison with anarchist rejection of obligation. <p>Note: candidates must consider the extent of difference and thus need to comment to some degree on if any similarities do exist in order to access the highest mark band - award at bottom of L3 where only differences given. Award at L4 where effective evaluation is given in the points of comparison and extent of difference is directly addressed. Award at the top of the level where there is clear sophistication in the analysis.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <p>L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.</p> <p>L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.</p> <p>L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.</p> <p>L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

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6	<p>Discuss whether nationalism is more than just self-determination.</p> <p><i>Specification: conservatism and nationalism – nationalism core values</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of the core values of nationalism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • Understanding of the core values of nationalism – self-determination, organic society and cultural identity • Understanding of the different forms of nationalism - liberal, conservative, right wing, cultural, post-colonialist and nationalist. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Herder • Mazzini • De Gaulle • Nyerere. <p>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or not accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</p> <p>AO2: Candidates should discuss the core values of nationalism including self-determination. They should refer to some of the following:</p> <ul style="list-style-type: none"> • Candidates should comment on the importance of self-determination, focusing upon it as a dynamic for creating the nation state either through combining smaller states or achieving independence from empires thus ending oppression and securing national sovereignty • The importance of the notion of cultural and ethnic ties in the creation of nation states • The importance in the belief in organic harmony and the existence of some form of national community, particularly important in times of conflict 		AO1	AO2	AO3	Level 4	9-10	9-10	5	Level 3	6-8	6-8	4	Level 2	3-5	3-5	2-3	Level 1	0-2	0-2	0-1	[25]
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	<ul style="list-style-type: none"> Consideration of the importance of self-determination to different forms of nationalism (central to liberal, conservative and post-colonial forms, but other forms place greater emphasis upon cultural, racial and organic features). <p>Note: in order to access the higher marks bands candidates must go beyond considering self determination and also examine the relevance of other themes. Award at L2 for description only of the themes within nationalism. Award at L4 for an attempt to evaluate the relative importance of self-determination and other factors with some consideration of their overall importance. Award at the top of the level where there is clear sophistication in the analysis.</p> <p>A03: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar. L4 answers will be coherent, fluent and contain very few spelling and punctuation errors. L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors. L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors. L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

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7	<p>Discuss the extent of similarity between democratic and revolutionary forms of socialism.</p> <p><i>Specification: liberalism and socialism – socialism different forms revolutionary and democratic</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of democratic and revolutionary forms of socialism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • Understanding of the generic concept of socialism and some of its core values: equality, class conflict, social justice, collectivism and common ownership • Understanding of the main forms and methods of democratic socialism revisionism and social democracy (note both seek to reform capitalism from within by parliamentary methods) • Understanding of the main forms and methods of revolutionary socialism - Marxism, Leninism and permanent revolution, Maoism (note emphasis upon seizing power by force, rejecting parliamentary politics). <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Blanqui • Marx • Lenin • Mao • Bernstein • Tawney • Crosland. <p>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</p>		AO1	AO2	AO3	Level 4	9-10	9-10	5	Level 3	6-8	6-8	4	Level 2	3-5	3-5	2-3	Level 1	0-2	0-2	0-1	[25]
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Section B		
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	<p>A02: Candidates should discuss the extent of similarity between democratic and revolutionary forms of socialism. They should refer to some of the following:</p> <ul style="list-style-type: none"> • Differences in methods of achieving socialism (parliamentary versus revolutionary - note some neo-Marxists do see prospect of democratic change (Eurocommunism)) • Extent of difference between their systems of government (mixed market and of collectivist versus abolition of private property state dominated systems) • Similarities in values - egalitarian, anti-capitalist, proletarian-based and support for needs-based social justice • Accept some reference to brief practical examples of revolutionary and democratic states. <p>Note: in order to access the higher mark bands candidates must comment on the extent of similarity and also comment on differences - award at L2 for consideration of only one of the aspects. Award at L4 for evaluative rather than descriptive comments on the extent of similarities. Award at the top of the level where there is clear sophistication in the analysis.</p> <p>A03: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <p>L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.</p> <p>L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.</p> <p>L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.</p> <p>L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

Section B																						
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8	<p>Discuss the view that religious fundamentalism can be seen as merely a reaction to the expansion of modern liberal values.</p> <p><i>Specification: alternative ideologies - central beliefs of religious fundamentalism</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of the concept of religious fundamentalism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • Understanding of the core values of religious fundamentalism - linkage of religion and politics, anti-modernism, literal interpretation of texts and militancy • Understanding of the main forms of religious fundamentalism - Islamic, Christian, Hindu, Sikh and Buddhist (note not all these need considering – most answers will tend to focus on Islamic and Christian forms). <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Marty • Parekh • Ayatolla Khomeini • bin Laden • Falwell • Robertson • Herzl. <p>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or not accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</p>		AO1	AO2	AO3	Level 4	9-10	9-10	5	Level 3	6-8	6-8	4	Level 2	3-5	3-5	2-3	Level 1	0-2	0-2	0-1	[25]
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Section B		
Question Number	Answer	Max Mark
	<p>AO2: Candidates should discuss the core values of religious fundamentalism and the importance of reaction to liberal values within these. They should refer to some of the following:</p> <ul style="list-style-type: none"> • The importance of anti-modernism - perception of modern liberal toleration and moral relativism as evidence of decline and decay leading to moral pollution • Importance of religion providing a clear moral code to provide basis for political system - rejecting liberal secularism • Importance of literal belief in central texts at odds with liberal tolerance and pluralism • Militancy at odds with democratic constitutional style politics • Relative importance of above factors to different forms of religious fundamentalism. <p>Note: in order to access the higher mark bands candidates must avoid just describing the core values and also consider other factors beyond reaction to modern liberal values, although may conclude it has links to each core value. Description only of aspects of religious fundamentalism should be awarded L2. Award at L4 for an analysis of the relative importance of anti-modernism and consideration of other relevant issues. Award at the top of the level where there is clear sophistication in the analysis.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <p>L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.</p> <p>L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.</p> <p>L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.</p> <p>L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

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