

Government and Politics

Advanced GCE

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

Mark Scheme for January 2011

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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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Question	Answer	Mark																				
1	<p data-bbox="323 230 1171 264">Discuss whether UK democracy is more elitist than pluralist.</p> <p data-bbox="323 297 1198 331"><i>Specification: Democracy in practice – political pluralism in practice</i></p> <table border="1" data-bbox="323 360 1310 539"> <thead> <tr> <th></th> <th>A01</th> <th>A02</th> <th>A03</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>16-20</td> <td>19-24</td> <td>6</td> </tr> <tr> <td>Level 3</td> <td>11-15</td> <td>13-18</td> <td>4-5</td> </tr> <tr> <td>Level 2</td> <td>6-10</td> <td>7-12</td> <td>3</td> </tr> <tr> <td>Level 1</td> <td>0-5</td> <td>0-6</td> <td>0-2</td> </tr> </tbody> </table> <p data-bbox="323 573 683 607">AO1[20]; AO2[24]: AO3[6]</p> <p data-bbox="323 640 1289 707">AO1: Candidates should display knowledge and understanding of the role of elitism and pluralism in UK democracy.</p> <ul data-bbox="323 712 1305 1641" style="list-style-type: none"> • They should display understanding of some of the following: <ul style="list-style-type: none"> ◇ The meaning of political pluralism and its role in UK democracy ◇ The meaning of elitism and how it can be applied to UK politics ◇ The operation of the institutions, procedures and culture of UK democracy. • Credit candidates who illustrate their understanding with reference to modern politics. This might include: <ul style="list-style-type: none"> ◇ Evidence of political pluralism – this might include specific relation to the role of parties and pressure groups – expect some reference to multi-party politics and UK elections, as well as to the influence of pressure groups in influencing the decision-making process ◇ Evidence of elitism – this may take the form of narrow socio-economic elite at the top of UK politics, the judiciary and industry; the role of the senior civil service; the role of insider pressure groups, especially those associated with business; the influence of the media and concentrated ownership ◇ Evidence of the limited input into British politics of UK citizens – this might include declining party membership, low electoral turnout and the limited role of direct democracy in the UK. • Credit candidates who make reference to relevant political thinkers. This might include: <ul style="list-style-type: none"> ◇ Dahl ◇ Olson ◇ Burke ◇ Schumpeter ◇ C Wright Mills. <p data-bbox="323 1675 1297 1809">In order to access the higher mark bands, candidates must include specific examples drawn from political theory, as well as modern politics. Award towards the top of L4 where there is a comprehensive and sophisticated variety of factual and theory evidence used.</p>		A01	A02	A03	Level 4	16-20	19-24	6	Level 3	11-15	13-18	4-5	Level 2	6-10	7-12	3	Level 1	0-5	0-6	0-2	[50]
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	<p>AO2: Candidates should discuss the arguments over the role of elitism and pluralism. This might include:</p> <ul style="list-style-type: none"> • Pluralist theory on the ability to influence decision-making through popular and diverse input – expect particular reference to the importance of political power and influence being seen as based around decision-making • Neo-pluralist theory on how process of decision-making influenced by particularly socio-economic factors resulting in distorted influence for key vested interests • Elitist arguments about the continued existence of a permanent ruling elite – note variations on the elitist theme – classical, modern and competitive • Marxist arguments about capitalist ideological hegemony resulting in the rule of the bourgeoisie. <p>Candidates who only explain the meaning of pluralism and elitism should be awarded at maximum the top of L2 – this should also apply to answers that only look at either pluralism or elitism. Award at L3 and L4 for answers that show a degree of balance in analysing the relevance of both theories (award at the bottom of L3 where there is mostly only implicit reference to pluralism). Award at the top of L4 for sophisticated assessment of the relevance of both theories and highly synoptic in approach.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> • 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. 	

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2	<p data-bbox="320 255 963 291">Assess the impact of globalisation on the UK.</p> <p data-bbox="320 322 1294 389"><i>Specification: The state, nation, sovereignty and globalisation in practice – globalisation in practice</i></p> <table border="1" data-bbox="320 421 1310 600"> <thead> <tr> <th></th> <th>A01</th> <th>A02</th> <th>A03</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>16-20</td> <td>19-24</td> <td>6</td> </tr> <tr> <td>Level 3</td> <td>11-15</td> <td>13-18</td> <td>4-5</td> </tr> <tr> <td>Level 2</td> <td>6-10</td> <td>7-12</td> <td>3</td> </tr> <tr> <td>Level 1</td> <td>0-5</td> <td>0-6</td> <td>0-2</td> </tr> </tbody> </table> <p data-bbox="320 631 683 667">AO1[20]; AO2[24]: AO3[6]</p> <p data-bbox="320 698 1230 766">AO1: Candidates should display knowledge and understanding of the impact of globalisation on the UK.</p> <ul data-bbox="320 775 1310 1738" style="list-style-type: none"> • They should display understanding of some of the following: <ul style="list-style-type: none"> ◇ The meaning of globalisation ◇ The changing nature of the UK's relationship with the international community in terms of politics and economics ◇ Changes in issues relating to UK sovereignty both internal and external. • Credit candidates who illustrate their understanding with reference to modern politics. This might include: <ul style="list-style-type: none"> ◇ The UK's role in multinational organisations – eg UN, WTO, G20 etc ◇ The influence of multinational economic and financial corporations in the setting of economic and financial policies in the UK (eg responses to the credit crunch and ensuing worldwide recession), especially promoting a neo-liberal consensus ◇ The growth of globalised media and multimedia technology, and influence in shaping the political agenda and access to information ◇ The influence of globalising tendencies on responses to world problems such as pollution and global warming (eg Kyoto protocol). • Credit candidates who make reference to relevant political thinkers: This might include: <ul style="list-style-type: none"> ◇ Ohmae ◇ Scholte ◇ Marx ◇ Hirst and Thompson ◇ Wallerstein. <p data-bbox="320 1742 1294 1877">In order to access the higher mark bands, candidates must include specific examples drawn from political theory, as well as modern politics. Award towards the top of L4 where there is a comprehensive and sophisticated variety of factual and theory evidence used.</p> <p data-bbox="320 1908 1174 1975">AO2: Candidates should assess the evidence for the influence of globalisation in the UK. This might include:</p> <ul data-bbox="320 1984 1219 2074" style="list-style-type: none"> • Marxist arguments over the growing influence of capitalist multinational corporations in dominating political and economic decision-making 		A01	A02	A03	Level 4	16-20	19-24	6	Level 3	11-15	13-18	4-5	Level 2	6-10	7-12	3	Level 1	0-5	0-6	0-2	[50]
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	<ul style="list-style-type: none"> • The growth of a neo-liberal economic consensus • Increasing pressure on the UK to adopt codified international human rights agenda • The declining relevance of national sovereignty – both through regional and globalising influences • Cultural shifts through influence of multimedia and multinational sales and advertising • Pressure on UK economy of transfer of manufacturing and call centre jobs abroad. <p>Candidates who only describe the process of globalisation should be awarded a maximum of L2 in the mark scheme. Award at L3 and L4 for answers that appreciate globalising tendencies and seek synoptically to relate their relevance to the UK. Award at the top of L4 for sophisticated assessment of the role of globalisation and its impact.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> • 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. 	

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3	<p data-bbox="320 293 1270 360">Discuss which of Weber’s models of authority is most applicable to UK politics.</p> <p data-bbox="320 394 1206 427"><i>Specification: Power, authority and legitimacy – authority in practice</i></p> <table border="1" data-bbox="320 461 1310 636"> <thead> <tr> <th></th> <th>A01</th> <th>A02</th> <th>A03</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>16-20</td> <td>19-24</td> <td>6</td> </tr> <tr> <td>Level 3</td> <td>11-15</td> <td>13-18</td> <td>4-5</td> </tr> <tr> <td>Level 2</td> <td>6-10</td> <td>7-12</td> <td>3</td> </tr> <tr> <td>Level 1</td> <td>0-5</td> <td>0-6</td> <td>0-2</td> </tr> </tbody> </table> <p data-bbox="320 669 683 703">AO1[20]; AO2[24]; AO3[6]</p> <p data-bbox="320 736 1230 804">AO1: Candidates should display knowledge and understanding of the operation of authority in the UK.</p> <ul data-bbox="320 808 1302 1671" style="list-style-type: none"> • They should display understanding of some of the following: <ul style="list-style-type: none"> ◇ The meaning of authority and its distinction with power ◇ Weber’s three models – legal-rational, charismatic and traditional ◇ The operation of political authority in the UK. • Credit candidates who illustrate their understanding with reference to modern politics. This might include: <ul style="list-style-type: none"> ◇ Evidence of the operation of legal-rational authority – this may relate to the varying degrees of authority held by a PM (eg comparison between and within the administrations of recent prime ministers) and other political figures (eg ministers and MPs) ◇ Evidence of charismatic authority held by politicians (contrast Blair and Thatcher with Major and Brown) ◇ Evidence of hereditary features of authority – the role of the UK monarchy (especially historical features) and features of deference seen in the UK ◇ Examples of declining deference towards politicians (eg impact of expenses scandal). • Credit candidates who make reference to relevant political thinkers. This might include: <ul style="list-style-type: none"> ◇ Weber ◇ Scruton ◇ Arendt ◇ Beetham. <p data-bbox="320 1704 1299 1839">In order to access the higher mark bands, candidates must include specific examples drawn from political theory, as well as modern politics. Award towards the top of L4 where there is a comprehensive and sophisticated variety of factual and theory evidence used.</p> <p data-bbox="320 1872 1302 1939">AO2: Candidates should discuss the relevance of Weber’s three models of authority to UK politics. This might include:</p> <ul data-bbox="320 1944 1278 2076" style="list-style-type: none"> • The basis of constitutional-style legal-rational authority in providing basis of authority in western liberal democracies • How legal-rational authority based upon principles, such as respect for the rule of law and legitimacy based upon electoral mandate 		A01	A02	A03	Level 4	16-20	19-24	6	Level 3	11-15	13-18	4-5	Level 2	6-10	7-12	3	Level 1	0-5	0-6	0-2	[50]
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	<ul style="list-style-type: none"> • Contrast with dictatorial states focusing on hereditary and charismatic authority • Variations in degrees of authority relating to politicians not fully explained by legal-rational factors (eg impact of personality and circumstances) • Charismatic factors affecting party leadership and an incumbent MP's loyalty to constituents • Declining role of hereditary features, with less deference to the UK monarchy and reduction in hereditary peers • Distinction between de-jure and de-facto forms of authority. <p>Candidates who only describe Weber's three models should be awarded at maximum at the top of L2 in the mark scheme. Expect discussion of all three models in order to access L3 and L4. Candidates will tend to mainly argue that legal-rational features are predominantly the important feature of political authority, however award at the top of L3 and L4 for those that see variations in the degree of personal authority enjoyed by politicians and bring in other variables such as personality and circumstances, indicating features associated with Weber's other models. Award at the top of L4 for a sophisticated and synoptic appreciation of the relevance and interrelationship of the three models.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> • 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. 	

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4	<p data-bbox="320 230 1246 297">Evaluate how far the concept of equality of opportunity underpins politics and policy-making in the UK.</p> <p data-bbox="320 331 1273 365"><i>Specification: Rights, liberty and equality in practice – equality in practice</i></p> <table border="1" data-bbox="320 398 1310 573"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>16-20</td> <td>19-24</td> <td>6</td> </tr> <tr> <td>Level 3</td> <td>11-15</td> <td>13-18</td> <td>4-5</td> </tr> <tr> <td>Level 2</td> <td>6-10</td> <td>7-12</td> <td>3</td> </tr> <tr> <td>Level 1</td> <td>0-5</td> <td>0-6</td> <td>0-2</td> </tr> </tbody> </table> <p data-bbox="320 607 683 640">AO1[20]; AO2[24]; AO3[6]</p> <p data-bbox="320 674 1289 741">AO1: Candidates should display knowledge and understanding of the role of equality of opportunity in the UK.</p> <ul data-bbox="320 745 1297 1715" style="list-style-type: none"> • They should display understanding of some of the following: <ul style="list-style-type: none"> ◇ The meaning of equality, especially in its opportunity form ◇ Party and ideological attitudes towards equality ◇ The meaning of positive discrimination and its role in UK politics. • Credit candidates who illustrate their understanding with reference to modern politics. This might include: <ul style="list-style-type: none"> ◇ Party attitudes towards equality of opportunity (eg attitudes towards education, disability, race and gender discrimination) ◇ Attempts to extend the opportunity agenda through opening up educational opportunities (free education, comprehensive schooling and expansion of university education) ◇ Attempts to remove racial, gender and other forms of discrimination (eg legislation such as DDA and race relations legislation) ◇ Different party attitudes to positive discrimination agenda (eg party selection procedure for women and ethnic minorities) ◇ Evidence of the promotion of foundational, and social and economic forms of equality (eg defence of the principle of private education and health care, and social engineering through allocation of school and university places). • Credit candidates who make reference to relevant political thinkers. This might include: <ul style="list-style-type: none"> ◇ Mill ◇ Beveridge ◇ Tawney ◇ Young ◇ Jensen and Eysenck. <p data-bbox="320 1749 1297 1883">In order to access the higher mark bands, candidates must include specific examples drawn from political theory, as well as modern politics. Award towards the top of L4 where there is a comprehensive and sophisticated variety of factual and theory evidence used.</p> <p data-bbox="320 1917 1305 1984">AO2: Candidates should evaluate the role played by equality of opportunity in UK politics. This might include:</p> <ul data-bbox="320 1989 1289 2080" style="list-style-type: none"> • Party attitudes to equality of opportunity – modern liberal consensus of providing equal starting point and advancement through merit (basis of post-45 welfare state) 		AO1	AO2	AO3	Level 4	16-20	19-24	6	Level 3	11-15	13-18	4-5	Level 2	6-10	7-12	3	Level 1	0-5	0-6	0-2	[50]
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	<ul style="list-style-type: none"> • Differences over extent of state interference and the degree of engineering required to achieve equality of opportunity • Debate over the validity of positive discrimination to achieve equality of opportunity • The desirability of equality of opportunity and prospect of greater social divisiveness of a meritocratic society • Influence of other forms of equality in shaping policy-making in UK especially formal and social and economic. <p>Candidates who only describe examples of how equality of opportunity operates in the UK should be awarded at a maximum of L2, but if there is implicit reference to its importance in shaping party policy, then award at the bottom of L3. L3 and L4 answers will have a balanced evaluation of the role played by equality of opportunity in attempting to develop meritocracy in the UK, although reflecting divergences in party attitudes and policy in how best to achieve this. Award at the top of L4 for the quality of evaluation and the degree of synopticity in addressing the question.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> • 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. 	

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5	<p data-bbox="323 230 1094 264">Discuss how far models of obligation apply in practice.</p> <p data-bbox="323 297 1302 360"><i>Specification: Law, order, obligation and justice in practice – interpretations of obligation in practice</i></p> <table border="1" data-bbox="323 394 1310 573"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>16-20</td> <td>19-24</td> <td>6</td> </tr> <tr> <td>Level 3</td> <td>11-15</td> <td>13-18</td> <td>4-5</td> </tr> <tr> <td>Level 2</td> <td>6-10</td> <td>7-12</td> <td>3</td> </tr> <tr> <td>Level 1</td> <td>0-5</td> <td>0-6</td> <td>0-2</td> </tr> </tbody> </table> <p data-bbox="323 607 683 640">AO1[20]; AO2[24]; AO3[6]</p> <p data-bbox="323 674 1230 739">AO1: Candidates should display knowledge and understanding of the operation of obligation.</p> <ul data-bbox="323 745 1294 1715" style="list-style-type: none"> • They should display understanding of some of the following: <ul style="list-style-type: none"> ◇ The meaning of political obligation and links to citizenship ◇ Understanding of the key models – legal and moral, social contract, teleological, natural duty and social duty ◇ The operation of political obligation in practice. • Credit candidates who illustrate their understanding with reference to modern politics. This might include: <ul style="list-style-type: none"> ◇ Evidence of prudential/legal obligation through fear of punishment or coercion (eg criminal code such as speeding fines) ◇ Evidence of moral obligation (eg moral obligation to vote in the UK – contrast with legal obligation in certain countries, eg Australia) ◇ Evidence of contractual obligation (eg obligation to enlist in times of conflict) ◇ Evidence of teleological duty (eg acceptance of the will of the majority through an electoral mandate) ◇ Evidence of natural duty (respect for positions of authority, eg police and teachers) ◇ Evidence of social duty (eg support for the welfare state). • Credit candidates who make reference to relevant political thinkers. This might include: <ul style="list-style-type: none"> ◇ Plato ◇ Socrates ◇ Hobbes ◇ Locke ◇ Rousseau ◇ Bentham. <p data-bbox="323 1753 1294 1883">In order to access the higher mark bands, candidates must include specific examples drawn from political theory, as well as modern politics. Award towards the top of L4 where there is a comprehensive and sophisticated variety of factual and theory evidence used.</p> <p data-bbox="323 1955 1262 2020">AO2: Candidates should discuss the relevance of each of the models of political obligation and how they apply in practice. This might include:</p> <ul data-bbox="323 2027 1166 2056" style="list-style-type: none"> • The role of the rule of law in enforcing prudential obligation 		AO1	AO2	AO3	Level 4	16-20	19-24	6	Level 3	11-15	13-18	4-5	Level 2	6-10	7-12	3	Level 1	0-5	0-6	0-2	[50]
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	<ul style="list-style-type: none"> • Liberal support for contractual obligation based on tacit and formal consent • Conservative belief in natural duty, and the view that obligation is essential for harmonious society • Socialist support for social duty based upon a positive and co-operative view of human nature • Anarchist rejection of all forms of formal political obligation • Extent to which ideological perspectives shape the degree of political obligation by the citizenship • Discussion of the different forms of obligation in liberal democratic and dictatorial societies. <p>Candidates who only describe the various models should access up to the top of L2 in the mark scheme. Award at L3 and L4 for discussion of the relevance of the models which is informed by synoptic application. Award at the top of L4 for a genuine attempt to assess relative importance and for a sophisticated analysis of the models.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> • 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. 	

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6	<p>Assess how far the UK Conservative Party has been influenced by nationalist ideas.</p> <p><i>Specification: Contemporary conservatism and nationalism – similarities and differences between conservatism and nationalism in practice</i></p> <table border="1" data-bbox="320 427 1310 607"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>16-20</td> <td>19-24</td> <td>6</td> </tr> <tr> <td>Level 3</td> <td>11-15</td> <td>13-18</td> <td>4-5</td> </tr> <tr> <td>Level 2</td> <td>6-10</td> <td>7-12</td> <td>3</td> </tr> <tr> <td>Level 1</td> <td>0-5</td> <td>0-6</td> <td>0-2</td> </tr> </tbody> </table> <p>AO1[20]; AO2[24]; AO3[6]</p> <p>AO1: Candidates should display knowledge and understanding of the UK Conservative Party and nationalism.</p> <ul style="list-style-type: none"> • They should display understanding of some of the following: <ul style="list-style-type: none"> ◇ The basis of conservatism in the UK and its core values ◇ The meaning of nationalism and its various strands ◇ Conservative Party beliefs and policies. • Credit candidates who illustrate their understanding with reference to modern politics. This might include: <ul style="list-style-type: none"> ◇ Evidence of conservative nationalism (eg patriotism and support for the UK nation state such as resisting greater political integration into the EU) ◇ Evidence for the influence of right-wing nationalism on the Conservatives (eg limits on immigration and elements of xenophobia amongst right-wing Conservatives, traditional support for imperialism) ◇ Evidence for the rejection of cultural and liberal nationalism (eg opposition to devolution in the 1970s – 1990s, rejection of English assemblies and opposition to SNP plans for independence). • Credit candidates who make reference to relevant political thinkers. This might include: <ul style="list-style-type: none"> ◇ Disraeli ◇ Hegel ◇ Von Herder ◇ De Gaulle ◇ Joseph. <p>In order to access the higher mark bands, candidates must include specific examples drawn from political theory, as well as modern politics. Award towards the top of L4 where there is a comprehensive and sophisticated variety of factual and theory evidence used.</p> <p>AO2: Candidates should assess the degree of influence nationalist ideas have had upon the Conservative Party. This might include:</p> <ul style="list-style-type: none"> • Traditional Conservative support for conservative nationalist themes of empire and patriotism – note links to opposition to devolution as a weakening of the Act of Union (note former Conservative Party name of the Conservative and Unionist Party) • New Right support for nation state independence and thus the rejection by Thatcher of greater political integration into the EU 		AO1	AO2	AO3	Level 4	16-20	19-24	6	Level 3	11-15	13-18	4-5	Level 2	6-10	7-12	3	Level 1	0-5	0-6	0-2	[50]
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	<ul style="list-style-type: none"> • Right-wing Conservative concerns over the potentially detrimental impact of mass immigration and the influence this has upon the sense of Britishness (allegations of racism within the Conservative Party) • How far has the Conservative Party moved away from these nationalist themes – pragmatic acceptance of devolution, attempts of pro EU wing of Conservative Party to promote greater ethnic diversity among Conservative electoral candidates and MPs • Influence of other themes – economic liberalism, pragmatic centrism etc. <p>Candidates who only describe the central themes of nationalism or the values of conservatism should access at maximum the top of L2 in the mark scheme. Award at L3 and L4 for those that seek to show how nationalism has influenced both the ideas and policies of the Conservative Party. Award at the top of L4 for those that seek to quantify the extent of influence through showing how only aspects of nationalist thought are influential, and how other themes are equally, if not more, important.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> • 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. 	

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7	<p>Assess whether it is any longer possible to talk of the ‘triumph of liberal democracy’.</p> <p><i>Specification: Contemporary liberalism and socialism – The triumph of liberal democracy.</i></p> <table border="1" data-bbox="322 430 1310 604"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>16-20</td> <td>19-24</td> <td>6</td> </tr> <tr> <td>Level 3</td> <td>11-15</td> <td>13-18</td> <td>4-5</td> </tr> <tr> <td>Level 2</td> <td>6-10</td> <td>7-12</td> <td>3</td> </tr> <tr> <td>Level 1</td> <td>0-5</td> <td>0-6</td> <td>0-2</td> </tr> </tbody> </table> <p>AO1[20]; AO2[24]: AO3[6]</p> <p>AO1: Candidates should display knowledge and understanding of liberal democracy.</p> <ul style="list-style-type: none"> • They should display understanding of some of the following: <ul style="list-style-type: none"> ◇ The meaning and constituent elements of liberal democracy ◇ The appeal of liberal democracy in the West and globally ◇ Other potential ideological rivals. • Credit candidates who illustrate their understanding with reference to modern politics. This might include: <ul style="list-style-type: none"> ◇ The collapse of traditional left and right wing ideological rivals to liberal democracy (eg break-up of the Soviet bloc 1989-91) ◇ The expansion of liberal democracy to Eastern Europe and growth in Africa ◇ Problems in exporting liberal democracy to the Middle East and Asia (Afghanistan and Iraq, Burma and China) ◇ Retention of influence of authoritarian and socialist regimes (eg Iran, Venezuela and Cuba). • Credit candidates who make reference to relevant political thinkers. This might include: <ul style="list-style-type: none"> ◇ Fukuyama ◇ Bobbit ◇ Huntingdon ◇ Sandel ◇ Rorty. <p>In order to access the higher mark bands, candidates must include specific examples drawn from political theory, as well as modern politics. Award towards the top of L4 where there is a comprehensive and sophisticated variety of factual and theory evidence used.</p> <p>AO2: Candidates should assess the continued validity of the ‘triumph of liberal democracy’ thesis. This might include:</p> <ul style="list-style-type: none"> • The historical context of the assertion (Fukuyama himself now is more pessimistic of the assertion) • The appeal of liberal democracy based upon individualism, capitalism and political pluralism • The durability of opposition such as political Islam, socialism in developing nations and political authoritarianism • The decline in influence of neo-cons and retreat from attempts to aggressively export liberal democracy through regime change 		AO1	AO2	AO3	Level 4	16-20	19-24	6	Level 3	11-15	13-18	4-5	Level 2	6-10	7-12	3	Level 1	0-5	0-6	0-2	[50]
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Question	Answer	Mark
	<ul style="list-style-type: none"> • The rise of new 21st century ideologies such as environmentalism • The post-modernist rejection of all ideologies. <p>Candidates who only describe liberal democracy or seek to explain its appeal should access a maximum of L2 in the mark scheme. L3 and L4 answers will seek in a balanced manner to assess its continued validity, and consider alternatives (award at the bottom of L3 for those that only present one side of the argument). Award at the top of L4 for sophisticated answers that are synoptic in their assessment of the assertion.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> • 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. 	

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8	<p data-bbox="320 230 1118 264">Discuss the view that modern politics is non-ideological.</p> <p data-bbox="320 297 1254 360"><i>Specification: The impact of alternative ideologies – political ideology in practice</i></p> <table border="1" data-bbox="320 394 1310 573"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>16-20</td> <td>19-24</td> <td>6</td> </tr> <tr> <td>Level 3</td> <td>11-15</td> <td>13-18</td> <td>4-5</td> </tr> <tr> <td>Level 2</td> <td>6-10</td> <td>7-12</td> <td>3</td> </tr> <tr> <td>Level 1</td> <td>0-5</td> <td>0-6</td> <td>0-2</td> </tr> </tbody> </table> <p data-bbox="320 607 683 640">AO1[20]; AO2[24]: AO3[6]</p> <p data-bbox="320 674 1230 741">AO1: Candidates should display knowledge and understanding of the decline in the role of ideology in modern politics.</p> <ul data-bbox="320 745 1310 1648" style="list-style-type: none"> • They should display understanding of some of the following: <ul style="list-style-type: none"> ◇ The meaning of ideology ◇ The role ideology plays in British parties – distinction between left and right and role of the political centre ◇ Themes of post-modernism and decline of ideology debate. • Credit candidates who illustrate their understanding with reference to modern politics. This might include: <ul style="list-style-type: none"> ◇ Changes within party programmes and policies which might include changes in Labour and the Conservatives after the 1980s – New Labour and Cameron’s influence on Conservatism – expect specific examples (eg rewriting of Clause 4 etc) ◇ Expect specific reference to rise of importance of personality-driven politics – see Blair and Cameron, and allegations of style over substance ◇ Credit reference to role of events and personality abroad (eg US presidential elections) ◇ Evidence of rise of US-style primaries in UK politics – eg Conservative open primary in choosing Totnes candidate 2009. • Credit candidates who make reference to relevant political thinkers. This might include: <ul style="list-style-type: none"> ◇ Lyotard ◇ Foucault ◇ Burnham ◇ Bell ◇ Fukuyama ◇ Giddens. <p data-bbox="320 1682 1294 1816">In order to access the higher mark bands, candidates must include specific examples drawn from political theory, as well as modern politics. Award towards the top of L4 where there is a comprehensive and sophisticated variety of factual and theory evidence used.</p> <p data-bbox="320 1850 1206 1917">AO2: Candidates should discuss the debate over whether politics is becoming non-ideological. This might include:</p> <ul data-bbox="320 1921 1302 2051" style="list-style-type: none"> • The views of post-modernists in rejecting the role of traditional meta-narratives in modern politics • The debate over the rise of managerial politics • The shift to the centre ground in modern British politics post-Thatcher 		AO1	AO2	AO3	Level 4	16-20	19-24	6	Level 3	11-15	13-18	4-5	Level 2	6-10	7-12	3	Level 1	0-5	0-6	0-2	[50]
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	<ul style="list-style-type: none"> • The view that ideology, rather than declining, is changing with increase in new ideologies eg environmentalism, religious fundamentalism etc • The Fukuyama thesis that argues that rather than politics being non-ideological there has been a triumph of a particular ideology – liberal democracy • Previous periods of ideological consensus in UK politics. <p>Candidates who only describe party policies/ideologies should achieve a maximum of L2 in the mark scheme. L3 and L4 answers should have a degree of balance and should be aware of post-modernist claims of declining ideology. Award at the top of L4 for a sophisticated appreciation of the argument and clear balance in discussion.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <ul style="list-style-type: none"> • 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. 	

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