

# **Government and Politics**

Advanced GCE

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

## **Mark Scheme for June 2011**

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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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Question	Answer	Mark																				
1	<p data-bbox="323 230 1182 259"><b>Discuss what, if anything, makes the UK a liberal democracy.</b></p> <p data-bbox="323 286 1206 315"><i>Specification: Democracy in practice – liberal democracy in practice</i></p> <table border="1" data-bbox="323 344 1307 521"> <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="323 555 683 584"><b>AO1[20]; AO2[24]; AO3[6]</b></p> <p data-bbox="323 613 1230 678"><b>AO1:</b> Candidates should display knowledge and understanding of the operation of liberal democracy in the UK.</p> <ul data-bbox="323 685 1310 1193" style="list-style-type: none"> <li>• They should display understanding of some of the following: <ul style="list-style-type: none"> <li>– The basis of liberal democracy – constitutionalism, limited government, rights protection, promotion of individual freedom and toleration, political pluralism and free economy and judiciary</li> <li>– Key features of the UK Westminster model.</li> </ul> </li> <li>• Credit candidates who illustrate their understanding with reference to modern politics. This might include: <ul style="list-style-type: none"> <li>– Problems with the UK electoral system and party politics</li> <li>– Institutional deficiencies (eg lack of parliamentary accountability and representation, fusion of powers)</li> <li>– Questions over cultural qualifications, especially in light of anti-terrorism legislation post-9/11, although increased constitutional protection of rights and liberties (eg HRA and FoI – note changes introduced and proposed under the Coalition Government).</li> </ul> </li> </ul> <p data-bbox="323 1200 1270 1229"><b>Expect use of specific factual examples to access the higher levels.</b></p> <ul data-bbox="323 1236 1270 1476" style="list-style-type: none"> <li>• Credit candidates who make reference to relevant political thinkers. This might include: <ul style="list-style-type: none"> <li>– Jefferson</li> <li>– Montesquieu</li> <li>– Mill</li> <li>– Green</li> <li>– Rawls.</li> </ul> </li> </ul> <p data-bbox="323 1509 1294 1637"><b>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.</b></p> <p data-bbox="323 1671 1299 1767"><b>AO2:</b> Candidates should discuss the various features that makes a system liberal democratic and how far the UK conforms to these. This might include:</p> <ul data-bbox="323 1774 1286 2074" style="list-style-type: none"> <li>• Use of criteria to identify a liberal democracy</li> <li>• Discussion of institutional, procedural and cultural aspects of the UK system</li> <li>• Democratic aspects and deficiencies (evidence of a democratic deficit)</li> <li>• Liberal aspects and deficiencies (undermining of liberal rights protection)</li> <li>• Comparison between the UK and other mainstream liberal democracies such as the USA</li> </ul>		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"> <li>• Identify key aspects that can be considered mostly liberal democratic (probably highlighting culture of liberal democracy in UK overriding institutional and procedural deficiencies).</li> </ul> <p><b>Candidates who only identify liberal democratic features should access a maximum of L2. Award at bottom of L3 for those that highlight either democratic or liberal deficiencies in the UK. Award at top of L3 and L4 for those that apply effective criteria for assessing liberal democracy to the UK, and identify what fundamentally makes the UK liberal democratic. Award at the top of L4 for sophistication in the discussion of liberal democratic aspects.</b></p> <p><b>AO3:</b> 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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2	<p data-bbox="323 230 1252 264"><b>Assess the implications of devolution for the UK as a nation state.</b></p> <p data-bbox="323 297 1294 360"><i>Specification: The state, nation, sovereignty and globalisation in practice – devolution and regionalism</i></p> <table border="1" data-bbox="323 394 1289 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"><b>AO1[20]; AO2[24]; AO3[6]</b></p> <p data-bbox="323 674 1182 736"><b>AO1:</b> Candidates should display knowledge and understanding of devolution in the UK.</p> <ul data-bbox="323 748 1294 1263" style="list-style-type: none"> <li>• They should display understanding of some of the following: <ul style="list-style-type: none"> <li>– The meaning of devolution within a unitary state and its distinction from federalism</li> <li>– The role played by nationalist parties in UK politics</li> <li>– The concept of the nation state.</li> </ul> </li> <li>• Credit candidates who illustrate their understanding with reference to modern politics. This might include: <ul style="list-style-type: none"> <li>– Traditional nature of UK parliamentary sovereignty and unitary state</li> <li>– Use of referendums to entrench devolution in the UK and potential independence referendum in Scotland</li> <li>– The influence of nationalist parties in Scotland, Wales and Northern Ireland</li> <li>– The specific powers granted to the devolved assemblies</li> <li>– Failure of attempts at English devolution.</li> </ul> </li> </ul> <p data-bbox="323 1267 1270 1301"><b>Expect use of specific factual examples to access the higher levels.</b></p> <ul data-bbox="323 1305 1270 1547" style="list-style-type: none"> <li>• Credit candidates who make reference to relevant political thinkers. These might include: <ul style="list-style-type: none"> <li>– Dicey</li> <li>– Austin</li> <li>– Madison</li> <li>– Gellner</li> <li>– Smith.</li> </ul> </li> </ul> <p data-bbox="323 1581 1294 1715"><b>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.</b></p> <p data-bbox="323 1749 1286 1812"><b>AO2:</b> Candidates should assess the meaning of devolution and its impact on the nation state. This might include:</p> <ul data-bbox="323 1816 1302 2051" style="list-style-type: none"> <li>• Implications of asymmetric devolution in the UK</li> <li>• Problem of the West Lothian question</li> <li>• SNP calls for an independent Scotland within the EU and the break-up of the UK, especially now they have an overall majority in the Scottish Parliament</li> <li>• Pressure on parliamentary sovereignty and practical entrenchment by use of referenda</li> </ul>		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"> <li>• Potential for an English parliament</li> <li>• Debate over the decline of the nation state with an increasingly globalised world</li> <li>• Examples of devolution in other states such as Spain.</li> </ul> <p><b>Candidates should go beyond a description of how devolution has evolved in the UK to access the higher mark bands. L3 and L4 answers should focus especially on the implication of devolution for the continuation of the UK as a unitary nation state based upon the concept of parliamentary sovereignty. Award at the top of L4 for sophisticated assessment of the impact of devolution.</b></p> <p><b>AO3:</b> 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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3	<p data-bbox="319 228 1220 295"><b>Assess which model of political power is most applicable to UK politics.</b></p> <p data-bbox="319 322 1305 389"><i>Specification: Power, authority and legitimacy in practice – the operation of power</i></p> <table border="1" data-bbox="319 416 1287 593"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td><b>Level 4</b></td> <td>16-20</td> <td>19-24</td> <td>6</td> </tr> <tr> <td><b>Level 3</b></td> <td>11-15</td> <td>13-18</td> <td>4-5</td> </tr> <tr> <td><b>Level 2</b></td> <td>6-10</td> <td>7-12</td> <td>3</td> </tr> <tr> <td><b>Level 1</b></td> <td>0-5</td> <td>0-6</td> <td>0-2</td> </tr> </tbody> </table> <p data-bbox="319 620 683 654"><b>AO1[20]; AO2[24]; AO3[6]</b></p> <p data-bbox="319 680 1230 748"><b>AO1:</b> Candidates should display knowledge and understanding of the operation of political power in the UK.</p> <ul data-bbox="319 752 1297 1200" style="list-style-type: none"> <li>• They should display understanding of some of the following: <ul data-bbox="395 786 1297 958" style="list-style-type: none"> <li>– Definition of power – the ability to achieve a desired outcome</li> <li>– The models of power – Lukes’ three faces (decision-making, agenda-setting and thought control), coercive power</li> <li>– The use of power in the UK by government and other organs of the state.</li> </ul> </li> <li>• Credit candidates who illustrate their understanding with reference to modern politics. This might include: <ul data-bbox="395 1032 1281 1200" style="list-style-type: none"> <li>– The operation of power in parliament and in regional and local assemblies</li> <li>– The executive use of power through examples of PM, cabinet and ministerial power</li> <li>– Pressure group and media ability to exercise power.</li> </ul> </li> </ul> <p data-bbox="319 1205 1273 1238"><b>Expect use of specific factual examples to access the higher levels.</b></p> <ul data-bbox="319 1243 1265 1518" style="list-style-type: none"> <li>• Credit candidates who make reference to relevant political thinkers These might include: <ul data-bbox="395 1308 746 1518" style="list-style-type: none"> <li>– Weber</li> <li>– Lukes</li> <li>– C Wright Mills</li> <li>– Dahl</li> <li>– Bachrach and Baratz</li> <li>– Schattschneider.</li> </ul> </li> </ul> <p data-bbox="319 1545 1297 1682"><b>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.</b></p> <p data-bbox="319 1709 1297 1776"><b>AO2:</b> Candidates should assess the relevance of each of the models. This might include:</p> <ul data-bbox="319 1780 1281 2076" style="list-style-type: none"> <li>• Evidence of decision-making – pluralist arguments with reference to legislatures and the role of Parliament, also links to executive, especially PM and departmental ministers, decision-making by quangos etc</li> <li>• Evidence of agenda-setting – role of civil service in shaping policy preferences for ministers (note left-wing criticisms and public choice arguments), media and pressure groups in setting the political agenda, and spin doctors in shaping the development of political stories</li> </ul>		AO1	AO2	AO3	<b>Level 4</b>	16-20	19-24	6	<b>Level 3</b>	11-15	13-18	4-5	<b>Level 2</b>	6-10	7-12	3	<b>Level 1</b>	0-5	0-6	0-2	[50]
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	<ul style="list-style-type: none"> <li>• Evidence of thought control – Marxist claims of bourgeois hegemony and influence of media in exerting power through propaganda</li> <li>• Evidence of coercive power – elitist claims of the role of the military-industrial complex and use of legal system to stamp on dissent, especially claims of limiting rights and freedoms post-9/11.</li> </ul> <p><b>Candidates who only list the models of power or list those bodies that exercise political power in the UK should access up to L2 in the mark scheme. L3 and L4 answers should be synoptic and analytical in their assessment, seeking to apply the models to the operation of power in the UK. Award at the top of L4 for sophisticated assessment and attempts to determine which model most closely applies to the UK.</b></p> <p><b>AO3:</b> 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><b>Discuss the impact of 9/11 and subsequent terrorist events on the balance between rights and responsibilities in modern Western democracies.</b></p> <p><i>Specification: Rights, liberty and equality in practice – rights post 9/11</i></p> <table border="1" data-bbox="319 425 1284 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><b>AO1[20]; AO2[24]; AO3[6]</b></p> <p><b>AO1:</b> Candidates should display knowledge and understanding of terrorism in the West post-9/11.</p> <ul style="list-style-type: none"> <li>• They should display understanding of some of the following: <ul style="list-style-type: none"> <li>– The meaning of rights and responsibilities for citizens in Western democracy</li> <li>– The impact of 9/11 on international attitudes in combating terrorism</li> <li>– Government responses to combating terrorism.</li> </ul> </li> <li>• Credit candidates who illustrate their understanding with reference to modern politics. This might include: <ul style="list-style-type: none"> <li>– Specific examples of terrorist attacks 9/11 onwards (eg 7/7, Madrid bombings etc)</li> <li>– Specific evidence of anti-terrorist legislation (eg Patriot Act, UK anti-terrorism legislation 2001,03, 05 and 08)</li> <li>– Recent perceived limits on rights post 9/11 (eg limits on freedom of speech, proposals for ID cards and proscription of extremist groups – note Coalition attempts to remove and reduce some of the limitations on rights and liberties)</li> <li>– Specific attempts to codify rights and responsibilities through bill of rights legislation and HRA etc.</li> </ul> </li> </ul> <p><b>Expect use of specific factual examples to access the higher levels.</b></p> <ul style="list-style-type: none"> <li>• Credit candidates who make reference to relevant political thinkers. This might include: <ul style="list-style-type: none"> <li>– Locke</li> <li>– Jefferson</li> <li>– Franklin</li> <li>– Heater</li> <li>– Marshall.</li> </ul> </li> </ul> <p><b>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.</b></p> <p><b>AO2:</b> Candidates should discuss potential changes in the balance between citizens' rights and responsibilities in light of terrorism in the 21<sup>st</sup> century. This might include:</p> <ul style="list-style-type: none"> <li>• Traditional rights held in Western democracy</li> <li>• Traditional responsibilities expected of citizens in a Western democracy</li> </ul>		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"> <li>• Liberal concerns over the diminution of rights</li> <li>• Governmental emphasis on civic responsibility and need for security (left and right-wing arguments)</li> <li>• Debate over how far security can impinge upon rights in a Western liberal society without losing the fundamental principles inherent within liberal democracy</li> <li>• Assessment of whether this new balance is temporary or a permanent trend across the West.</li> </ul> <p><b>Candidates who only list various rights and responsibilities held by western citizens should access a maximum of L2 in the mark scheme. Expect L3 and L4 candidates to discuss the impact of terrorism on the role of rights and responsibilities in a synoptic manner. Candidates can access L4 if they make a strong argument based on the UK only. Award at the top of L4 for sophisticated discussion and incisive observations on the present day balance between rights and responsibilities.</b></p> <p><b>AO3:</b> 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><b>Assess the importance of an independent judiciary in theory and in practice.</b></p> <p><i>Specification: Law, order, obligation and justice – role of the judiciary in practice</i></p> <table border="1" data-bbox="319 425 1308 604"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td><b>Level 4</b></td> <td>16-20</td> <td>19-24</td> <td>6</td> </tr> <tr> <td><b>Level 3</b></td> <td>11-15</td> <td>13-18</td> <td>4-5</td> </tr> <tr> <td><b>Level 2</b></td> <td>6-10</td> <td>7-12</td> <td>3</td> </tr> <tr> <td><b>Level 1</b></td> <td>0-5</td> <td>0-6</td> <td>0-2</td> </tr> </tbody> </table> <p><b>AO1[20]; AO2[24]; AO3[6]</b></p> <p><b>AO1:</b> Candidates should display knowledge and understanding of the UK judiciary.</p> <ul style="list-style-type: none"> <li>• They should display understanding of some of the following: <ul style="list-style-type: none"> <li>– The role of the UK judiciary</li> <li>– The relationship between the UK judiciary and the other branches of government</li> <li>– The principles behind separation of powers.</li> </ul> </li> <li>• Credit candidates who illustrate their understanding with reference to modern politics. This might include: <ul style="list-style-type: none"> <li>– Traditional links between the UK judiciary and other branches of government (eg role of Law Lords, the Lord Chancellor and judicial appointments)</li> <li>– 2005 CRA in separating the judicial branch of government</li> <li>– Evidence of separation of powers in other political systems</li> <li>– Role of elected judges in US and other countries</li> <li>– Details of the socio-economic background of judges</li> <li>– Evidence of judicial neutrality in application of judicial review and other political cases involving judicial decisions (note tension between the Supreme Court and the Executive).</li> </ul> </li> </ul> <p><b>Expect use of specific factual examples to access the higher levels.</b></p> <ul style="list-style-type: none"> <li>• Credit candidates who make reference to relevant political thinkers. These might include: <ul style="list-style-type: none"> <li>– Montesquieu</li> <li>– Madison</li> <li>– Dicey</li> <li>– Griffith.</li> </ul> </li> </ul> <p><b>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.</b></p> <p><b>AO2:</b> Candidates should assess the importance of the principle of judicial independence. This might include:</p> <ul style="list-style-type: none"> <li>• The concept of separation of powers for liberal democracy</li> <li>• Traditional UK fusion of powers and links to parliamentary sovereignty</li> <li>• Dangers of elective dictatorship in a fused system</li> <li>• Significance of the CRA – change of powers or only geography?</li> </ul>		AO1	AO2	AO3	<b>Level 4</b>	16-20	19-24	6	<b>Level 3</b>	11-15	13-18	4-5	<b>Level 2</b>	6-10	7-12	3	<b>Level 1</b>	0-5	0-6	0-2	[50]
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	<ul style="list-style-type: none"> <li>• Continued political influence in the UK judiciary in contrast to other Western systems</li> <li>• Is the limited socio-economic make-up of the UK judiciary more of a problem than a lack of a fully independent judiciary?</li> <li>• Case for an elected judiciary – for and against.</li> </ul> <p><b>Candidates who only describe the role of the judiciary or list cases of potential judicial involvement in politics should access a maximum of L2 in the mark scheme. L3 and L4 should be awarded for answers that synoptically assess the importance of judicial independence, making direct links between the theory of separation of powers and the dangers of a politicised judiciary. Award at the top of L4 for a balanced and sophisticated assessment of the relevant issues.</b></p> <p><b>AO3:</b> 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 data-bbox="323 230 1187 264"><b>To what extent is the modern Conservative Party ideological?</b></p> <p data-bbox="323 297 1262 365"><i>Specification: Contemporary conservatism and nationalism in practice – Ideology in the modern British Conservative Party</i></p> <table border="1" data-bbox="323 398 1289 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"><b>AO1[20]; AO2[24]; AO3[6]</b></p> <p data-bbox="323 674 1273 741"><b>AO1:</b> Candidates should display knowledge and understanding of recent developments within conservatism and the Conservative Party.</p> <ul data-bbox="323 745 1305 1335" style="list-style-type: none"> <li>• They should display understanding of some of the following: <ul style="list-style-type: none"> <li>– The meaning of conservatism</li> <li>– Key themes within conservatism</li> <li>– Different strands within conservatism</li> <li>– Ideological changes in modern politics.</li> </ul> </li> <li>• Credit candidates who illustrate their understanding with reference to modern politics. This might include: <ul style="list-style-type: none"> <li>– Changes within the UK Conservative Party under the leadership of Cameron</li> <li>– Conservative Party policies emphasising themes seen under New Labour</li> <li>– Evidence of New Right themes and economic liberalism</li> <li>– Impact of events on Conservative Party thinking</li> <li>– Evidence from conservatism internationally</li> <li>– Evidence of Conservative Party policy operating under the Coalition Government (including policy reversals in light of public opposition).</li> </ul> </li> </ul> <p data-bbox="323 1339 1273 1373"><b>Expect use of specific factual examples to access the higher levels.</b></p> <ul data-bbox="323 1377 1273 1653" style="list-style-type: none"> <li>• Credit candidates who make reference to relevant political thinkers. This might include: <ul style="list-style-type: none"> <li>– Burke</li> <li>– Disraeli</li> <li>– Oakeshott</li> <li>– Hayek</li> <li>– Joseph</li> <li>– Giddens.</li> </ul> </li> </ul> <p data-bbox="323 1686 1297 1821"><b>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.</b></p> <p data-bbox="323 1854 1177 1921"><b>AO2:</b> Candidates should consider the extent to which the modern Conservative Party is ideological. This might include:</p> <ul data-bbox="323 1926 1281 2029" style="list-style-type: none"> <li>• The influence of New Labour in shaping Conservative Party thinking and image</li> <li>• The shift away from right-wing Thatcherite policy agenda and style</li> </ul>		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"> <li>• The influence of New Right theory in the UK and internationally (eg US and neo-cons)</li> <li>• Links to pragmatic nature of British conservatism and previous ideological shifts</li> <li>• Rejection of social conservatism (New Conservatism) as an image shift rather than ideology</li> <li>• Practical issues of balance between Conservative Party Liberal Democratic Party policies within the Coalition</li> <li>• Post-modernist ideas on the decline of traditional ideology.</li> </ul> <p><b>Candidates who only describe policies or ideas within the UK Conservative Party and fail to consider ideological changes should achieve a maximum of L2. Award L3 and L4 for synoptic answers that seek to consider contemporary changes within the Conservative Party, reflecting shifts in domestic and international politics. Award top of L4 for those that have a sophisticated appreciation of the pragmatic and flexible nature of particularly British conservatism, and the legacy of the New Labour agenda on modern politics.</b></p> <p><b>AO3:</b> 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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7	<p data-bbox="320 230 1310 297"><b>Discuss the view that the Labour Party has never been a true socialist party.</b></p> <p data-bbox="320 331 1262 398"><i>Specification: Contemporary liberalism and socialism in practice – Is the Labour Party still a socialist party?</i></p> <table border="1" data-bbox="320 432 1286 607"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td><b>Level 4</b></td> <td>16-20</td> <td>19-24</td> <td>6</td> </tr> <tr> <td><b>Level 3</b></td> <td>11-15</td> <td>13-18</td> <td>4-5</td> </tr> <tr> <td><b>Level 2</b></td> <td>6-10</td> <td>7-12</td> <td>3</td> </tr> <tr> <td><b>Level 1</b></td> <td>0-5</td> <td>0-6</td> <td>0-2</td> </tr> </tbody> </table> <p data-bbox="320 640 683 674"><b>AO1[20]; AO2[24]; AO3[6]</b></p> <p data-bbox="320 707 1230 775"><b>AO1:</b> Candidates should display knowledge and understanding of the influence socialism has in the Labour Party.</p> <ul data-bbox="320 779 1294 1335" style="list-style-type: none"> <li>• They should display understanding of some of the following: <ul style="list-style-type: none"> <li>– The meaning of socialism</li> <li>– Core principles of socialism</li> <li>– Ideological trends within the Labour Party.</li> </ul> </li> <li>• Credit candidates who illustrate their understanding with reference to modern politics. This might include: <ul style="list-style-type: none"> <li>– Evidence of ideological principles within the Labour Party (eg 1918 constitution, Clause 4 and revision)</li> <li>– Evidence of a socialist policy agenda (eg nationalisation, egalitarianism, and social justice)</li> <li>– Evidence of other influences particularly in policies of New Labour – liberal, ethical and Thatcherite agenda</li> <li>– Comparison with international socialist party programmes</li> <li>– Previous examples of revisionism in the Labour Party under MacDonald and Gaitskell</li> <li>– Evidence of developments under Ed Miliband (eg Blue Labour).</li> </ul> </li> </ul> <p data-bbox="320 1339 1270 1373"><b>Expect use of specific factual examples to access the higher levels.</b></p> <ul data-bbox="320 1377 1270 1581" style="list-style-type: none"> <li>• Credit candidates who make reference to relevant political thinkers. These might include: <ul style="list-style-type: none"> <li>– Owen</li> <li>– Tawney</li> <li>– Crosland</li> <li>– Giddens.</li> </ul> </li> </ul> <p data-bbox="320 1615 1294 1749"><b>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.</b></p> <p data-bbox="320 1783 1302 1850"><b>AO2:</b> Candidates should discuss the degree to which the Labour Party can be regarded as socialist. This might include:</p> <ul data-bbox="320 1854 1302 2022" style="list-style-type: none"> <li>• The origins of the Labour Party as a movement for promoting working class representation in parliament and its collaboration between mostly liberal trade unionists and socialist societies</li> <li>• The debate over the meaning of true socialism, taking into account revolutionary, democratic and social democratic definitions</li> </ul>		AO1	AO2	AO3	<b>Level 4</b>	16-20	19-24	6	<b>Level 3</b>	11-15	13-18	4-5	<b>Level 2</b>	6-10	7-12	3	<b>Level 1</b>	0-5	0-6	0-2	[50]
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	<ul style="list-style-type: none"> <li>• Internal party debates over the ideological direction of the party (eg Third Way and New Labour versus traditional social democracy)</li> <li>• The influence of the Thatcherite agenda and electoral defeats 1979-92</li> <li>• Rise of New Labour and acceptance of market principles in shaping public sector provision</li> <li>• Influence of liberal constitutionalism on New Labour's constitutional reform agenda</li> <li>• Impact of the credit crunch and recession on restoring state intervention in party policy</li> <li>• Impact of defeat in 2010 and potential change in direction under Ed Miliband.</li> </ul> <p><b>Candidates who only describe Labour Party policy and only make implicit reference to the meaning of socialism should be awarded at a maximum of L2. Award at L3 and L4 for answers that directly link the policy and ideas of the Labour Party to the core values of socialism, as well as consider the importance of other ideological influences. Award at the top of L4 for answers that have a sophisticated contemporary and historical understanding of the broad church nature of Labour, and thus see socialism as only a partial influence upon the policies and programmes of the Party.</b></p> <p><b>AO3:</b> 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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8	<p><b>Assess whether religious fundamentalism has any relevance to UK politics.</b></p> <p><i>Specification: The impact of alternative ideologies in practice – challenges of religious fundamentalism</i></p> <table border="1" data-bbox="319 414 1308 593"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td><b>Level 4</b></td> <td>16-20</td> <td>19-24</td> <td>6</td> </tr> <tr> <td><b>Level 3</b></td> <td>11-15</td> <td>13-18</td> <td>4-5</td> </tr> <tr> <td><b>Level 2</b></td> <td>6-10</td> <td>7-12</td> <td>3</td> </tr> <tr> <td><b>Level 1</b></td> <td>0-5</td> <td>0-6</td> <td>0-2</td> </tr> </tbody> </table> <p><b>AO1[20]; AO2[24]; AO3[6]</b></p> <p><b>AO1:</b> Candidates should display knowledge and understanding of the relevance of religious fundamentalism to UK politics.</p> <ul style="list-style-type: none"> <li>• They should display understanding of some of the following: <ul style="list-style-type: none"> <li>– The meaning of religious fundamentalism</li> <li>– Its critique of liberal democratic society in the UK</li> <li>– Reasons for the potential radicalisation of the young.</li> </ul> </li> <li>• Credit candidates who illustrate their understanding with reference to modern politics. This might include: <ul style="list-style-type: none"> <li>– Influence of religious extremism in Northern Irish politics (eg Paisley and DUP)</li> <li>– Campaigns by Christian evangelicals to limit abortion in the UK and oppose same-sex marriage and adoption</li> <li>– Anti-Islamic prejudice post-9/11 and 7/7 resulting in community tensions</li> <li>– Impact of British involvement in the Middle East amongst the Muslim community and radicalisation of groups of young Muslims</li> <li>– Active Islamic fundamentalist political groups in the UK (eg Islam4UK)</li> <li>– Anti-terrorism legislation to combat the spread of militant Islam</li> <li>– Campaigns against traditional liberal toleration in the media (eg Danish cartoons, and Salman Rushdie and the Satanic Verses).</li> </ul> </li> <li>• Credit candidates who make reference to relevant political thinkers. This might include: <ul style="list-style-type: none"> <li>– Mill</li> <li>– Bruce</li> <li>– Parekh</li> <li>– Hiro.</li> </ul> </li> </ul> <p><b>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.</b></p> <p><b>AO2:</b> Candidates should assess the influence of religious fundamentalism in UK politics. This might include:</p> <ul style="list-style-type: none"> <li>• Traditional secularism in British politics (with exception of Northern Ireland)</li> <li>• The failure of any religious group to have electoral success</li> </ul>		AO1	AO2	AO3	<b>Level 4</b>	16-20	19-24	6	<b>Level 3</b>	11-15	13-18	4-5	<b>Level 2</b>	6-10	7-12	3	<b>Level 1</b>	0-5	0-6	0-2	[50]
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	<ul style="list-style-type: none"> <li>• Influence on shaping the moral agenda by fundamentalist Christian groups (eg abortion, homosexuality and adoption, euthanasia)</li> <li>• The resorting to terror by extremist Islamists, and impact of terrorist attacks and plots on legislation impacting on security versus individual rights</li> <li>• The debate over the extent of traditional liberal tolerance in the UK</li> <li>• Reasons for radicalisation of young Muslims in the UK</li> <li>• International comparisons (US and Christian Right, France and legal secularism, and Islamic Democracy in Iran).</li> </ul> <p><b>Candidates who only describe the themes of religious fundamentalism should access a maximum of L2 in the mark scheme. Award at L3 and L4 for those that recognise the limit of direct influence and consider the extent of influence based upon public perceptions of the threat of fundamentalism. Award at the top of L4 for sophisticated and balanced arguments that are synoptic in approach.</b></p> <p><b>AO3:</b> 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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