

# **Government and Politics**

Advanced GCE A2 H495

Advanced Subsidiary GCE AS H095

## **OCR Report to Centres**

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**June 2012**

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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**Advanced GCE Government and Politics (H495)**

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## **Overview**

It was good to note the steady growth in numbers. Another pleasing feature was the greater focus by candidates on contemporary politics, both British and American, with less dependency being placed on textbooks. It was also good to note that the realisation that quite a significant proportion of marks have to be allocated to communication is clearly growing. The willingness of candidates to seriously discuss issues is still flourishing and there is more evidence now of greater substance being there to back up outline points made. Lack of focus was the main reason for underachievement, with candidates needing to concentrate on the specific questions set.

# F851 Contemporary Politics of the UK

## General Comments

Broadly speaking, and depending on the question, examiners look for a balanced and well-focused answer, which correctly identifies a number and range of relevant and important factors in detail, and communicates these clearly in a logical, fluent and coherent style, containing few, if any, errors of grammar, punctuation and spelling.

Candidates who display all these qualities in their answers will, inevitably, do better than those who reveal only some of them. For example, even if an answer has a tight focus, if it lacks balance, range or a certain level of detail and development it will not score as highly as an answer which does possess these qualities. Even with a clear focus, answers will not be rewarded unless the arguments themselves are valid.

Candidates who wish to improve their performance should give some thought to the role of introductions and conclusions at AS level. Introductory remarks should be short and to the point, perhaps setting the question in a broader context or explaining a key term. Conclusions should not summarise what has already been said. Candidates should be reminded that 16% of the total mark is awarded for the quality of written communication - spelling, punctuation and grammar.

## Comments on Individual Questions

**Q1(a)** Most candidates could explain what is meant by two-party, multi-party and dominant party systems and provided well-focused answers, though not always in enough detail to be able to gain full marks. Some candidates confused dominant party systems with one-party systems and two-party systems with coalition government, which then caused problems with answers to Q1(b).

**Q1(b)** Many candidates were able to build upon their answers to Q1(a) by identifying and describing a number of advantages and disadvantages of two-party systems. A range and balance of such points, supported by 'own knowledge' and evidence from the sources, was highly rewarded. Candidates who reflected on possible causes of a two-party system, principally the FPTP electoral system, did not address the question. It was not necessary to define what a two-party system is as this had already been done in answer to Q1(a).

**Q2** The best answers identified a range of methods used by pressure groups, provided a number of contemporary examples and attempted a reasoned assessment of their effectiveness. Responses which provided a wealth of detailed examples needed to make more than a limited attempt to assess their effectiveness to do well. Answers that focussed on types of pressure groups accompanied by lengthy definitions were generally less effective, though an answer could be generally discerned. Less successful responses considered a limited range of methods, or wrote about factors affecting pressure group success. Candidates did not always understand what is meant by 'direct action'.

**Q3** Good answers focussed on the precise wording of the question, were able to discuss a range of advantages and disadvantages of referendums and to support their analysis with accurate and detailed examples drawn from both the UK and other countries. Candidates made good use of political ideas, such as the mandate, legitimacy and consent, as well as setting the benefits of direct democracy against apathy and voter fatigue.

- Q4** Good responses made effective use of recent initiatives in this area but kept a tight focus on the actual question and were able to argue that the Labour and Conservative parties did, or did not, need to change the way they choose their parliamentary candidates. Less successful responses described the selection process, but were not able to discuss the need for reform (or not).
- Q5** Responses which discussed the impact, or lack of it, of the campaign on the way people vote and why other factors might be more important, scored highly. Clarity on where ‘the campaign’ ended and ‘other factors’, like the media and the personality of the leader, began was required. The 2010 election provided a fertile source of examples. Responses which made only passing references to the campaign, simply described what it was (rather than assess its impact), or which just provided a list of ‘factors’ affecting voting behaviour’, did not do as well.

# F852 Contemporary Government of the UK

## General Comments

Responses demonstrated contemporary knowledge in many cases, but there was little reference to the Coalition. There was willingness to 'discuss' when asked, but often a shortage of detail on the mandatory topics, especially on Parliament.

## Comments on Individual Questions

- Q1(a)** The best answers described the main stages, the various readings in both houses, making it clear which were the key stages and why. There were some excellent answers which used the recent Health Service legislation as an illustration. Some responses only looked at the House of Commons and ignored the Lords. Basic knowledge is important as is the use of relevant information. Many candidates were totally reliant on the sources and wrote at length on select committees, which was irrelevant here, and private members bills, of limited relevance for the question.
- Q1(b)** The discussion part of this question was well done, with some good comment on the scrutiny, alternative government and accountability roles. The best candidates looked at the scope offered to the opposition in all types of committee, and were aware that members of the Opposition chaired some select committees, and in debates and questions (and not just Prime Minister's Questions). Too little detail was given about how the opposition could play an important role, in spite of several useful pointers in the sources.
- Q2** This question produced a wide range of answers. The best candidates kept the focus very much on the period between 1997 and 2012, a little comment on Prime Ministerial power in 1997 might help to set the scene for later developments, but candidates writing the bulk of the essay on the pre 1997 period did not answer the specific question. Better candidates looked briefly at Blair's 'inheritance' and looked at the nature and extent of change until 2007. Candidates who included events post 2010 had some very interesting discussions, balancing the inevitable impact that the coalition has had on appointments and the role of cabinet and general policy making, while bringing in issues like the Libya bombing and Cameron's decision taking on the EU on the 'other' side. The very best invariably started with a well-focussed analysis of the 'extent' and developed a clear case. Weaker candidates tended to adopt a strictly chronological approach.
- Q3** This question produced a great diversity of answers. The best responses looked at a range of factors which could be advantageous, such as knowing exactly where sovereignty lay and what the relationship between Westminster and Edinburgh and Brussels was. Some produced a prepared answer on the merits and demerits of a written constitution, which was not what was asked, but did contain some factors which were relevant. Many responses assumed that if a constitution was written, then it would automatically contain certain things, such as a limitation on the powers of the executive; some argued that this would be unlikely as there never would be any agreement on any of the fundamental principles which might underlie a constitution, let alone on more mundane factors like whether there should be two chambers in a legislature or on the type of electoral system.

- Q4** This question was very competently done. The better candidates kept the focus on 'effectively' and made sure that each method of redress was commented on. A systematic approach, looking at the principal methods, such as tribunals, MPs, Councillors, Ombudsmen, Judicial Review etc with balanced comment on each, worked well for most. Many candidates wrote about the media and pressure groups but found it difficult to find any examples where they had been effective or otherwise. Some candidates were quite confused about 'the European Court of Justice', while others had an odd focus on Prime Minister's Questions.
- Q5** The key to success with this question was in keeping the focus on 'divisive'. The best looked at a range of reasons, such as sovereignty, the budget, democratic deficit, CAP etc, taking care to prioritise and comment. There were some very good essays which looked at the divisive nature of the issue within both Conservative and Labour, as well as the divisions within the Coalition on the subject. The candidates who brought in their knowledge of Scottish politics and how the EU divides there tended to do very well. Some candidates had a prepared essay on the advantages and disadvantages of membership which had little relevance except where the disadvantages were closely linked to a divisive issue. A significant number of candidates thought that the European Court of Human Rights was a part of the EU organisation, and discussed the European Court of Human Rights and Abu Qatada and similar events linked to the Human Rights Court.

## **F853 Contemporary US Government and Politics**

### **General Comments**

The paper produced some good responses and served to illustrate some key aspects of the specification and how it might be delivered. As has always been the case, contemporary references go a long way to providing a more pertinent analysis and evaluation.

Centres would do well to note that, as advised by OCR, the compulsory question can be drawn from any area of the specification. Questions will attempt to be different from those that have been asked in the past so candidates should try to focus on the demands of the questions in front of them so as not to produce answers with a different focus to that required.

### **Comments on Individual Questions**

- Q1(a)** The appointment process was well known and many candidates were able to reach full marks by outlining the various parts of the process.
- Q1(b)** This question differentiated well, with candidates needing to know about the Roberts Court (from 2006) and the concepts of judicial activism and restraint in order to access the higher mark levels. There was confusion with regard to these concepts with the former being related to conservatism and the latter to liberalism rather than to their true meaning. Candidates received credit for references to cases before 2006 if placed in context of Roberts Court rulings, so 'Bush vs Gore' or 'Texas vs Johnson' were not relevant if discussed in isolation.
- Q2** Candidates performed very well on this question when they focused upon voting behaviour, with good answers including reference to a range of factors, both long and short term and models of voting behaviour. The best successfully related the importance of the economy to dealignment and its role in recent elections. Some candidates lost focus when discussing speculatively on the upcoming presidential election and 2012 primaries or the factors behind Obama's victory in 2008, rather than concentrating on the key words in the question that wanted an assessment of voting behaviour.
- Q3** This question elicited some good answers, with those reaching the top of the mark bands successfully discussing a range of arguments for and against third parties as a significant force and having detailed examples from the past supporting these views. Better candidates applied their knowledge to the specific question rather than addressing the reasons why third parties fail. There was a degree of confusion over the candidacies of Nader and Perot and their respective parties, but this is perhaps understandable given their relatively dated involvement in presidential elections.
- Q4** Many candidates were able to discuss a range of factors which contribute to pressure group success. Candidates achieving higher marks provided a wide range of US examples, going beyond the NRA, NAACP and ABA. The best answers incorporated a discussion of elitism into their answer with reference to the impact of Super PACs after the Citizen's United ruling.
- Q5** The best answers for this question were able to discuss development from the 1980s onwards with comment on the impact of the present recession upon state finances. References to historical developments were rewarded as is regularly the case on federalism

- Q6** Good answers to this question recognised the recent polarisation of the parties which challenges many of the traditional assumptions about the nature of the Congress. Better candidates would discuss the potential sources for leadership within the Congress. Given the opportunity to discuss the role played by the Speaker, Senate Majority Leader, committee chairs, whips, party discipline and influences upon voting in Congress amongst many things, candidates just needed to consider the question carefully. Speakers Gingrich, Pelosi and Boehner provided considerable material in order to assess leadership in the Congress.
- Q7** This question was generally done well. It might be worth noting that answers about the cabinet can include discussion of the EXOP in the sense that the latter may have usurped some of the former's roles, this provides a rich seam for detailed discussion. Some candidates were over the cabinet and the bureaucracy.
- Q8** Good candidates knew about the first amendment with the six rights enshrined therein and relevant cases, of which there is a vast amount. Unlike question (1b), discussion was not limited to the Roberts Court. Many candidates worked Brown and Roe into their answers.

## F854 Political Ideas and Concepts

### General Comments

This unit is a Political Ideas and Concepts module and specific use of political theory is required. Stronger responses illustrated the arguments with the specific views of political theorists rather than being over-reliant on contemporary examples. Quotation is not essential; a relevant paraphrasing of the argument is equally as valid. Candidates now largely follow the rubric of the paper and virtually all answered the compulsory question. Centres are reminded that the compulsory question can be taken from any of the 8 specification topics.

There were a large number of very well structured answers that directly compared relevant features of the ideas and concepts involved, often using criteria for comparing similarities and differences. A significant proportion of candidates focused on describing the concepts and relying on either implicit points of comparison or brief concluding statements on extent of similarity and difference. In order to achieve good AO2 marks, direct comparisons should be made. The compulsory question 1(b) answers should aim to have four substantial points with explanation and for the optional essays, there should be approximately six substantial points (these may be, for instance, three similarities and three differences or three arguments for and three against). Careful attention should be paid to the specific requirements of each question, particularly the comparison questions.

### Comments on Individual Questions

- Q1(a)** Good answers were able to define feminism and outline a range of relevant themes, deploying illustrative evidence from relevant feminist thinkers (Greer, Friedan and Millet were often cited). An extensive essay on the topic was not needed to score high marks, instead a clear definition and explanation of three or four key themes with some illustration by political thinkers was enough to achieve maximum marks. Less effective answers paraphrased what was in the source, bringing in little or no new information.
- Q1(b)** Good answers focused upon directly comparing the two strands of feminism. Key areas that were compared included attitudes towards patriarchy; the need to reform public and private spheres of relations between men and women; distinction between gender and sex, and the overall attitude to equality and potential need for separateness. The best answers had a balance between similarities and differences - two relevant similarities and two relevant differences with appropriate explanation were enough to achieve high marks. Where answers were one-sided they could not achieve the highest marks.
- Q2** Good answers understood both models of democracy and directly compared them. To achieve good AO1 marks, answers required a decent understanding of both models and illustration through relevant thinkers (these often included Locke, Jefferson, Mill and Rousseau). In terms of good AO2 marks, answers needed to consider similarities and differences and these often focused around areas such as degree of participation, extent of state involvement and conceptions of rights protection. Often the meaning of protective democracy was better understood than developmental, with many answers narrowly defining the latter as a form of modern liberalism, ignoring features of civic development advocated by thinkers such as Rousseau and other radical democrats.
- Q3** Good answers had a clear understanding of organic and social contract theories. The very best answers were able to outline subtle differences in both social contract and organic theories, citing relevant thinkers such as Aristotle, Hobbes, Locke, Rousseau and Burke. The very best candidates focussed their discussion on their attitudes to the state. In terms of AO2 marks better answers considered the concept of them being

fundamentally different but also tried to look for any similarities, these often being related to extent over issues such as attitude towards law-breaking. Less effective answers tended to be descriptive and often had a better understanding of social contract ideas than those regarded as organic in style.

- Q4** Good answers understood the meaning of consent and how it is acquired and maintained in democracies and dictatorships. There was some good understanding of issues relating to electoral, popular and tacit forms of consent, with good illustration from theorists such as Beetham, Locke, Hobbes and Weber. In terms of AO2 marks, good answers were able to directly compare the operation of consent in both systems, often highlighting obvious differences in terms of electoral legitimacy and the necessity for coercion. Better answers also looked at some similarities regarding displays of popular approval in both systems. They also looked at neo-Marxist critique of democracy with consent underpinned by a bourgeois hegemony, paralleling the use of Luke's thought control model of power often associated with dictatorships. Less effective answers struggled to consider consent much beyond the electoral process, thus highlighting obvious differences.
- Q5** Good answers were able to display knowledge and understanding of negative and positive liberty, often utilising Berlin's definitions of the terms. The best answers went beyond a simplistic understanding of negative liberty as non-interference and positive liberty as promoting a welfare agenda. Issues such as self-mastery, participation and realisation were considered. AO2 marks were awarded for a clear comparison, often using criterion such as the degree of state intervention, attitudes towards equality and extent to which each produces an actual form of freedom. Less effective answers lacked a clear understanding of the terms, often confusing the two which often led to a superficial comparison being made.
- Q6** Good answers had a clear appreciation of natural and positive law making and good use of the ideas of thinkers such as Hobbes, Plato, Devlin and Hart. Issues for comparison focused around topics such as morality, universality of law and how law originates. The very best answers were balanced in their comparison, although often concluding that the two are considerably different in their approaches and formulation on what the role of law should be. Candidates demonstrated effective preparation and understanding of relevant themes.
- Q7** Good answers had a clear understanding of the key themes of conservatism. As well as being able to effectively explain the importance of tradition, issues such as human imperfection, the sanctity of property, pragmatism and natural inequality were prevalent. Good answers effectively illustrated their ideas with key theorists such as Burke, Chesterton, Hobbes, Oakeshott and Disraeli. AO2 marks were awarded for focus upon how important each value was and less effective approaches tended to only describe the values. Candidates demonstrated a sophisticated understanding of the range of values and relative importance each had on the different strands of conservatism.
- Q8** Good answers were aware of why freedom is important to liberalism and its different ideological strands (classical, welfare, modern and neo-liberalism). They also were able to highlight the relative importance of other values, including toleration, rationalism, individualism and constitutionalism. Good answers were also illustrative in their use of political thinkers and the ideas of Locke, Mill, Voltaire, Green, Hayek and Nozick were very prevalent. The very best answers were able to show how freedom underpins all the other values, thus being the defining feature of liberal ideas. Many candidates answered this question well, showing a good appreciation of the central features of ideological topics.

## F855 US Government and Politics

### General Comments

Some of the papers on this module were of a very high standard which is to the credit of both teachers and candidates. Candidates wrote in great detail and length in a focused and effective manner. Candidates should carefully consider the wording of the questions and what is required for an effective answer. Candidates should remember to plan their essay beforehand to make best use of the time available.

### Comments on Individual Questions

- Q1** This Electoral systems question invited discussion of systems, as opposed to the methods, used in the US and the UK. The best answers were able to draw on their AS knowledge and refer to the various systems used in the UK and beyond. Candidates were rewarded for referencing the recent French presidential and National Assembly elections. Candidates who considered the relative merits of the systems, rather than discuss advantages and disadvantages in isolation, were able to reach the higher mark bands.
- Q2** Effective answers to this question evaluated the functions of political parties in a democracy and the extent to which parties are able to fulfil them. Better candidates recognised this and planned their answers accordingly. Theories of party renewal offered considerable scope for a counter view to the question posed.
- Q3** Better candidates considered the decline in voter turnout, party membership increased apathy and cynicism, the rise of DIY politics, new social movements and the use of new media. Knowledge of what makes pressure groups successful or effective or whether they help or hinder democracy could be used to construct an effective answer but this was not the focus of the question.
- Q4** Good responses required a focused consideration of why rights might appear to be under threat as opposed to how the branches of government, constitutions and bills of rights, pressure groups and the media can protect rights. The best answers were able to incorporate recent developments such as Cameron's and May's proposed reforms to the HRA and the introduction of TPIMs, Abu Qatada and renewal of the Patriot Act to illustrate their answers.
- Q5** Good answers to this question were able to assess the arguments in favour of decentralisation against those for a unitary government.
- Q6** This answer required a detailed knowledge of the legislative process. Better candidates would mention the public bill committees and other aspects of the process such as the filibuster. The differences between the UK and US with their separation and our fusion of powers was also an opportunity for discussion for candidates achieving higher marks.
- Q7** Candidates displayed a sound knowledge of the constitutional arrangements in both the UK and the US with better candidates considering the various holders of the offices and changes over time.
- Q8** The best answers asked if the power of the judiciary had increased, considered the track record of the judiciaries, their role in a democracy, concepts such as the rule of law, tyranny of the majority and independence of the judiciary and the constraints upon judiciaries. They were able to provide a balanced answer to the question.

# F856 Political Ideas and Concepts in Practice

## General Comments

Candidates demonstrated they understood a synoptic style is required for this paper and that the knowledge and understanding of political ideas and concepts built up through the study of F854 Political Ideas and Concepts needs to be applied to modern politics.

For synoptic style essays for this paper, candidates should consider whether they have provided evidence of understanding the specific theory relevant to the question, and applied this theory in practice using specific evidence from modern politics. If both of these have not been addressed then the subsequent answer would not be synoptic in style, and would be unable to access the higher mark bands.

An approach which proved effective was to write a paragraph outlining the relevant theory, including reference to specific political thinkers, for each aspect of the debate followed by a paragraph outlining its relevance to modern politics, including specific evidence. Answers that mainly referred to modern politics, with only the most generalised reference to political theory, failed to address the synoptic element of the paper and could not access the highest marks, with the same applying to those that repeated the F854 essay style of pure theory, with only a generalised reference to modern politics.

Candidates are reminded that they should also think carefully about the title of the essay they have chosen to answer and use some time to plan what theories to use, what specific evidence from modern politics to deploy, and how to structure the answer in order to address the specific question asked.

## Comments on Individual Questions

- Q1** Good answers had a clear understanding of a range of models relating to representative democracy – the four most common were the resemblance, trustee, delegate and mandate models. For good AO1 marks they were able to explain the models, illustrate with the use of relevant theory (Bevan, Burke, Disraeli and Paine were the most popular) and highlight their potential usage in modern democracy (there was much specific evidence statistically analysing the makeup of political assemblies). The best answers in terms of AO2 marks focused upon the needs of a representative democracy rather than just talking about the pros and cons of each model. This question invited a clear synoptic response.
- Q2** Good answers had a clear understanding of the meaning of UK sovereignty, especially in terms of internal and external types of sovereignty. Answers that performed well in terms of AO1 displayed a clear appreciation of the meaning of UK sovereignty, often relating it to where it is located (relevant theory from Austin, Mill and Dicey was useful here) and the UK's relationship with international organisations and the global community (Bobbitt, Hertz and Klein were relevant here). The better answers were then able to deploy specific evidence of threats to UK sovereignty, both internally and externally. There was a failure to distinguish between the European Court of Human Rights and the EU which led many candidates to incorrectly provide examples of the EU infringing on UK sovereignty by using case study evidence from European Court of Human Rights rulings (often votes for prisoners and the Abu Qatada affair).

In terms of AO2 marks, better answers displayed a range of threats, often referring to the impact of the EU, globalisation and devolution and did so in a balanced manner. For the best marks for AO2 candidates are reminded that range and balance is important.

- Q3** Good answers understood the meaning of civic culture and its links to political culture. The best answers often used Almond and Verba's analysis of participant, subject and parochial culture to structure their approach to the question.

For AO1 there was much useful theory on the relative health of civic culture ranging from Burke, Galbraith, Puttnam and Gramsci and useful evidence on the relative levels of participation in UK civic culture. The less effective answers failed to understand the meaning of civic culture and were focused around describing how people can become involved in politics, or what type of society we live in.

In terms of AO2 marks, better answers produced a balanced argument on the relative health of civic culture, often bringing in neo-Marxist critiques on bourgeois hegemony and crises of legitimacy, counterbalanced by conservative and liberal views on the role of social capital.

- Q4** Good answers clearly understood the meaning of positive and negative liberty, often tending to use Berlin's categorisation of the two terms. Better answers went beyond the simplistic approach that state legislation was evidence of positive liberty and no legislation was evidence of negative liberty. Also the very best answers understood that positive liberty was more than providing welfare for citizens but understood the concept in terms of self-actualisation, realisation and participation.

In terms of AO1 marks, good answers were able to relate negative liberty to classical and neo-liberal ideas on rights protection and economic freedom (Locke, Mill, Hayek and Nozick were most common here) and positive liberty with modern liberal and social democratic ideas about enhancing freedoms for all in terms of self mastery (Green, Tawney, and Rousseau were prevalent here), development and participation. Good answers also illustrated their ideas with specific evidence relating to approaches taken by recent governments.

For AO2 marks, balance and range were important. Some very good arguments concerned challenges to the post-war Keynesian welfare consensus (promoting positive liberty) by New Right inspired economic liberalism (with an emphasis on negative liberty), but also analysed pertinent issues relating to the protection and enhancement of different types of rights and liberties.

- Q5** Good answers had an appreciation of the main models of punishment – deterrence, retribution and rehabilitation (albeit the latter is less a model of punishment than an approach to dealing with criminals; restorative justice can also be seen in this way). The better approaches were able to explain the theory behind each model and relate to particular theorists such as Bentham, Hobbes, Rawls and Gandhi. There was also much good evidence on recent governmental policies relating to crime and punishment.

In terms of AO2 marks, good answers went beyond descriptions of each model and focused on their relevance, often using party policy as an approach to illustrate their relevance. Once again, balance and range required a focus on more than one model with the best answers able to look at the extent of relevance of the three main models.

- Q6** Many good answers had a clear appreciation of nationalism in the UK and were able to integrate into their answers different forms of nationalism, most prevalent were right wing, cultural and liberal nationalism. Good AO1 marks were awarded to answers that were able to integrate relevant theory on the different forms of nationalism (Mazzini, von Herder, Nietzsche and de Gaulle often cited) and apply it specifically to different nationalist parties (SNP, Plaid Cymru, Sinn Fein, BNP and UKIP commonly used). Good AO2 marks went to answers that went beyond a description of what each party stood for, but instead focused

on their significance in terms of electoral support, setting the political agenda and influence on changing the political basis of the UK. The better answers had a range in the coverage and did not exclusively focus upon either right-wing or liberal nationalist parties.

- Q7** Good answers had a clear understanding of liberal and socialist approaches to welfare and also the different attitudes to welfare within each broad based ideology. Good AO1 marks went to answers that understood the range of liberal and socialist ideas, illustrating with relevant theory (Locke, Green, Rawls, Nozick, Tawney, Crossland and Giddens were often used) and applying to specific policies relating to education, health, housing, social security and other welfare related matters.

For good AO2 marks, answers had to be comparative and not descriptive, comparing between the two ideologies, highlighting both similarities and differences. The very best answers did not treat the two ideologies as monolithic single entities but for instance highlighted parallel approaches between modern liberalism and social democracy and differences between classical neo-liberalism and democratic socialism. Some less effective answers tried to compare attitudes of the three main political parties to welfare issues without linking them to the two relevant ideologies.

- Q8** Good answers directly addressed the question through producing a relatively balanced argument concerning the relevance of gender imbalance to modern politics. Some very good answers did this in the context of a liberal and radical feminist debate (Friedan, Greer and Firestone often mentioned), highlighting from a liberal perspective the achievements already made and from a radical perspective that foundational equality and that of opportunity fails to address the fundamentally oppressive patriarchal nature of modern society. There was also some good evidence of the statistical degree of representation of women across a range of countries as well as evidence of affirmative action and positive discrimination policies adopted in the UK and internationally. The best answers in terms of AO2, attempted to achieve some balance in their argument, avoiding becoming a one-sided answer that failed to consider the view that gender imbalance is no longer relevant.

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