

Government and Politics

Advanced GCE

Unit **F854**: Political Ideas and Concepts

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 Number	Answer		Max Mark															
1	(a)	<p data-bbox="339 259 1294 293">Outline what is meant by the concept of equality.</p> <p data-bbox="339 327 1294 360"><i>Specification: Rights, liberty and equality – equality</i></p> <table border="1" data-bbox="352 394 1281 562"> <thead> <tr> <th></th> <th>AO1</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>7-8</td> <td>2</td> </tr> <tr> <td>Level 3</td> <td>5-6</td> <td>2</td> </tr> <tr> <td>Level 2</td> <td>3-4</td> <td>1</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p data-bbox="339 595 1294 629">AO1 [8]; AO3 [2]</p> <p data-bbox="339 663 1294 730">AO1: Candidates should display knowledge and understanding of the concept of equality.</p> <p data-bbox="339 734 1294 768">Candidates should refer to some of the following:</p> <ul data-bbox="339 772 1294 969" style="list-style-type: none"> • Definition of the term, highlighting a uniformity in legal, political, economic or social terms • Egalitarianism • Positive discrimination or levelling up or down • Promotion by left-wing ideologies, but wariness and resistance from the political right. <p data-bbox="339 974 1294 1041">Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul data-bbox="339 1046 1294 1184" style="list-style-type: none"> • Plato • Locke • Marx • Tawney. <p data-bbox="339 1218 1294 1352">Answers that only give a superficial definition should only achieve maximum L2. To achieve L3 and 4, expect appreciation of the different forms of equality and some reference to the views of political theorists.</p> <p data-bbox="339 1386 1294 1487">AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p>		AO1	AO3	Level 4	7-8	2	Level 3	5-6	2	Level 2	3-4	1	Level 1	0-2	0-1	[10]
	AO1	AO3																
Level 4	7-8	2																
Level 3	5-6	2																
Level 2	3-4	1																
Level 1	0-2	0-1																

Question Number	Answer	Max Mark															
(b)	<p>Compare and contrast equality of outcome with equality of opportunity.</p> <p><i>Specification: Rights, liberty and equality – equality</i></p> <table border="1" data-bbox="351 425 1276 593"> <thead> <tr> <th></th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>10-12</td> <td>3</td> </tr> <tr> <td>Level 3</td> <td>7-9</td> <td>2</td> </tr> <tr> <td>Level 2</td> <td>4-6</td> <td>2</td> </tr> <tr> <td>Level 1</td> <td>0-3</td> <td>0-1</td> </tr> </tbody> </table> <p>AO2 [12]; AO3 [3]</p> <p>AO2: Candidates should compare and contrast equality of opportunity with outcome. They should refer to some of the following:</p> <ul style="list-style-type: none"> • Similarities might include removal of disadvantage and promotion of minority rights • Differences might include acceptance of inequality under opportunity but greater absolute equality under outcome • Ideological stances – moderate conservatives, modern liberals and social democrats advocating opportunity, whereas socialists and Marxists advocate outcome • Promotion of positive discrimination for opportunity, in contrast to levelling up/down for outcome. <p>Candidates must compare and contrast the two concepts to access the higher mark bands - award at L2 where only one aspect covered. Award at L4 for effective and balanced comparison with some consideration of the extent of similarity and difference. Award at the top of the level where there is clear sophistication in the analysis.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar. L4 answers will be coherent, fluent and contain very few spelling and punctuation errors. L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors. L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors. L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>		AO2	AO3	Level 4	10-12	3	Level 3	7-9	2	Level 2	4-6	2	Level 1	0-3	0-1	[15]
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2	<p data-bbox="352 264 1217 331">Compare and contrast protective and developmental forms of democracy.</p> <p data-bbox="352 365 1002 398"><i>Specification: Democracy – models of democracy</i></p> <table border="1" data-bbox="352 432 1278 607"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p data-bbox="352 640 735 674">AO1 [10]; AO2 [10]; AO3 [5]</p> <p data-bbox="352 707 1262 775">AO1: Candidates should display knowledge and understanding of the protective and developmental models of democracy.</p> <p data-bbox="352 775 991 808">Candidates should refer to some of the following:</p> <ul data-bbox="352 808 1278 1211" style="list-style-type: none"> • Understanding of protective based upon limited scope for government intervention in lives of citizens through constitutional safeguards, as well as indirect nature of democracy limiting role of the citizens • Understanding of developmental based upon positive benefits for citizens in direct involvement in the decision-making process, emphasising political education and enhancement of civic virtue • Brief examples may be used to illustrate the development of protective democracy in British and US systems, and elements of developmental system seen in communal models, communitarianism and community action projects, as well as in referendums and initiatives. <p data-bbox="352 1223 1198 1290">Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul data-bbox="352 1290 600 1491" style="list-style-type: none"> • Madison • Montesquieu • Locke • Rousseau • Saint Simon • Etzioni. 		AO1	AO2	AO3	Level 4	9-10	9-10	5	Level 3	6-8	6-8	4	Level 2	3-5	3-5	2-3	Level 1	0-2	0-2	0-1	[25]
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	<p>In order to access the top mark bands, candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding (this might include only one of the concepts) and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</p> <p>AO2: Candidates should compare and contrast protective and developmental forms of democracy. They should refer to some of the following:</p> <ul style="list-style-type: none"> • Similarities – both see a role for the citizenship and supported extension of citizenship (albeit former after achieving certain educational and property thresholds); impact of enlightenment in expanding democratic values; both promote a rights and liberty agenda • Differences – protective focusing upon protection of individual rights whereas developmental the broader interests of the community; protective limiting popular input (indirect), whereas developmental promotes extension and direct engagement of the citizenship; protective adopts a negative view of human nature, whereas developmental has a more altruistic and trusting view • Ideological perspectives – protective advocated by conservative and classical liberal thinkers, whereas developmental advocated by the left. <p>Candidates who only describe the two forms of democracy making only implicit comparisons should achieve maximum L2. L3 and L4 answers should make direct comparison both highlighting similarities and differences (if only similarities or differences award at bottom of L3). Award at L4 for sophisticated analysis and attempt to consider the extent of similarity/ difference.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar. L4 answers will be coherent, fluent and contain very few spelling and punctuation errors. L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors. L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors. L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

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3	<p>Discuss the benefits of different forms of globalisation.</p> <p><i>Specification: The state, nation, sovereignty and globalisation – forms of globalisation</i></p> <table border="1" data-bbox="352 427 1278 607"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of the forms of globalisation. Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • Definition of the concept relating to a ‘borderless world’ and decline of national frontiers • Economic globalisation based around increasing world trade through multinational organisations and international finance • Political globalisation based around expansion of supranational organisations such as IMF, UN, WTO and G20 • Cultural globalisation based around the flattening out of cultural identities, and the spread of multicultural values and imagery through trade, advertising, the media and the internet. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Ohmae • Scholte • Marx • Hirst and Thompson • Fukuyama • Klein. <p>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory, and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</p> <p>AO2: Candidates should discuss the benefits of the different forms of globalisation. They should refer to some of the following:</p> <ul style="list-style-type: none"> • The benefits of globalisation – encourages spread of democracy; expansion of liberal democratic values; stimulus for economic and social development • The drawbacks – promotion of economic exploitation of third world; economic globalisation outstripping political and thus not 		AO1	AO2	AO3	Level 4	9-10	9-10	5	Level 3	6-8	6-8	4	Level 2	3-5	3-5	2-3	Level 1	0-2	0-2	0-1	[25]
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	<p>achieving internal political reform; cultural globalisation destroying indigenous values and traditions producing an homogenisation of modern culture</p> <ul style="list-style-type: none"> • Left wing critics of globalisation particularly oppose its economic and cultural aspects, nationalists and conservatives object to the decline of national sovereignty • New Right supporters see it as a way of promoting liberal democratic values, political institutions and capitalism, whereas left wing internationalists see it as potentially producing greater wealth and avoiding international conflicts. <p>Candidates who only describe features of globalisation should only be awarded maximum L2. L3 and L4 marks should be awarded for candidates who focus analytically on the benefits. Award especially at L4 for those that consider the relative benefits from the different forms of globalisation. Award at the top of L4 for a high level of sophistication of discussion.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <p>L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.</p> <p>L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.</p> <p>L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.</p> <p>L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

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4	<p>Discuss how consent is granted in both democracy and dictatorship.</p> <p><i>Specification: Power, authority and legitimacy – consent</i></p> <table border="1" data-bbox="351 414 1276 593"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of the concept of consent. Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • Definition – the granting of the right or acquiescence to be ruled by an authority. Note links to legitimacy • Forms of consent – tacit, electoral, constitutional and popular participation/public acclamation. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Locke • Weber • Beetham • Gramsci • Chomsky. <p>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory, and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</p> <p>AO2: Candidates should discuss the granting of consent in democracies and dictatorships. They should refer to some of the following:</p> <ul style="list-style-type: none"> • Distinction between tacit and active forms of consent • Democracy – consent through the ballot box, either through specific mandate or a doctor’s mandate; respect and approval for constitutional institutions • Dictatorship – displays of public acclamation and affirmation of actions taken, which may include some form of plebiscite or one party election; adherence to the accepted dominant ideology • Note left-wing critics argue that consent manufactured in Western democracy to enforce ideological hegemony • Discussion of whether consent can be achieved through coercion, especially in dictatorships. 		AO1	AO2	AO3	Level 4	9-10	9-10	5	Level 3	6-8	6-8	4	Level 2	3-5	3-5	2-3	Level 1	0-2	0-2	0-1	[25]
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	<p>Candidates who only discuss consent in either democracy or dictatorship should be awarded a maximum of L2. For L3 and L4 marks, expect discussion of a range of methods (if only electoral in both democracy and dictatorship, award at the bottom of L3) and some appreciation of potential similarities and differences in the process of gaining consent under the two systems of government. Award at the top of L4 for sophisticated discussion of a wide range of factors with sharp appreciation of the requirements for the granting of consent.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <p>L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.</p> <p>L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.</p> <p>L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.</p> <p>L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

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5	<p>Compare and contrast procedural and substantive forms of justice.</p> <p><i>Specification: Law, order, justice and obligation – interpretations of justice</i></p> <table border="1" data-bbox="352 461 1281 638"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of the concepts of procedural and substantive justice. Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • Definition of justice based on a moral course of action granting due treatment to citizens in line with the application of the rule of law • Procedural – application of accepted procedures/methods to achieve a just and accepted outcome. Thus, the mechanism for implementing justice must be agreed and run its due course including a right of appeal • Substantive – normative concept, focusing on the moral framework in which justice operates, thus laws are based on moral consensus, encouraging judges to be activist in their interpretation of the laws. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Rawls • Walzer • Devlin • Ewing and Gearty. <p>In order to access the top mark bands, candidates must display accurate knowledge and understanding of the relevant theory, and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</p> <p>AO2: Candidates should compare and contrast procedural and substantive forms of justice. They should refer to some of the following:</p> <ul style="list-style-type: none"> • Justice is perceived as an essentially contestable concept • Contrast between procedural focus on the administration of justice and the substantive focus on the morality of the outcome 		AO1	AO2	AO3	Level 4	9-10	9-10	5	Level 3	6-8	6-8	4	Level 2	3-5	3-5	2-3	Level 1	0-2	0-2	0-1	[25]
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	<ul style="list-style-type: none"> • Similarity that both accept the concept of the rule of law and perceive an independent judiciary as the arbiters of justice • Procedural sees a constrained but impartial judiciary upholding the letter of the law (strict constructionism in the US) whereas substantive justice advocates judicial activism as a way of upholding the moral dimensions of justice • Problems over whether the judiciary, given its unrepresentative nature, is subjective in their application of justice • Issues of how the judiciary interpret unjust laws. <p>Candidates who only describe the concepts should access maximum L2 of the mark band. L3 and L4 answers should seek to make direct comparisons – award at the bottom of L3 for those that only highlight similarities or differences. Award at L4 for those that appreciate the subjective and contestable nature of justice and award at the top of the level for a sophisticated comparison of the two concepts.</p> <p>A03: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar. L4 answers will be coherent, fluent and contain very few spelling and punctuation errors. L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors. L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors. L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

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6	<p>Discuss the view that conservatism is merely opposition to change.</p> <p><i>Specification: Conservatism and nationalism – core values of conservatism</i></p> <table border="1" data-bbox="352 461 1278 636"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of the core values of conservatism. Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • Definition of conservatism – emphasis on preserving tradition and the status quo – support for gradualist change • Conservatism as an anti-ideology opposed to doctrinaire programmes • Values of conservatism – tradition, order, pragmatism, individualism and sanctity of property • Types of conservatism – authoritarian, paternalistic, One-Nation and New Right. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Hobbes • Burke • Disraeli • Oakeshott • Joseph. <p>In order to access the top mark bands, candidates must display accurate knowledge and understanding of the relevant theory, and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</p> <p>AO2: Candidates should discuss the importance of opposition to change to conservatism. They should refer to some of the following:</p> <ul style="list-style-type: none"> • Relative importance of the values of conservatism • Importance of preservation for authoritarian conservatism • Support for gradualist change from One Nation and paternalist Tories • Radical reform advocated by the New Right (note debate over how conservative the New Right is). 		AO1	AO2	AO3	Level 4	9-10	9-10	5	Level 3	6-8	6-8	4	Level 2	3-5	3-5	2-3	Level 1	0-2	0-2	0-1	[25]
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	<p>Candidates should go beyond description of conservative values to access L3 and L4 of the mark bands. Candidates who focus exclusively upon conservative attitudes to change should only access at best the bottom of L3. L4 answers will appreciate the diversity in conservative thought and emphasise the pragmatic flexibility to issues of change. Award at top of L4 for the sophistication of the discussion.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <p>L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.</p> <p>L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.</p> <p>L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.</p> <p>L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

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7	<p>Compare and contrast liberal and socialist ideas on human nature.</p> <p><i>Specification: Liberalism and socialism – similarities and differences</i></p> <table border="1" data-bbox="352 427 1281 607"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of liberal and socialist views on human nature. Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • Understanding of perceptions of human nature – emphasis on ideological perceptions on how traditional human attributes shape the nature of society – the essential qualities of humanity • Socialist views – essentially positive, co-operative and gregarious, human nature will be freed to fulfil these roles under socialism • Liberal views – traditional liberals see human nature as individualistic and self-seeking, thus needing to be constrained by constitutional safeguards to protect others; modern liberals tend to be more positive, emphasising the potential for co-operation and social responsibility. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Rousseau • Owen • Marx • Mill • Bentham • Green • MacPherson. 		AO1	AO2	AO3	Level 4	9-10	9-10	5	Level 3	6-8	6-8	4	Level 2	3-5	3-5	2-3	Level 1	0-2	0-2	0-1	[25]
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Level 1	0-2	0-2	0-1																			

Question Number	Answer	Max Mark
	<p>In order to access the top mark bands, candidates must display accurate knowledge and understanding of the relevant theory, and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</p> <p>AO2: Candidates should compare and contrast liberal and socialist views on human nature. They should refer to some of the following:</p> <ul style="list-style-type: none"> • Similarities – modern liberal and socialist attitudes towards social responsibility through education, thus state intervention to allow self-fulfilment; recognition of capitalism as encouraging individualism (albeit a mostly positive feature for liberals as opposed to negative feature for socialists) • Differences – traditional liberal emphasis upon the sanctity of the individual and rejection of conformity to the communal interest, in comparison to socialist emphasis upon the collective; belief by liberals of possessive individualism as opposed to desire for common ownership • Note revisions to liberalism and socialism have placed less emphasis upon extremes of individualism versus the collective, and see human nature as malleable, thus operating as autonomous but also interdependent. <p>Candidates who only describe features of liberal and socialist attitudes towards human nature should be awarded at a maximum of L2. Award at most at the bottom of L3 answers that focus only on the similarities or differences between the ideologies. Award at L4 for a sophisticated appreciation of the different attitudes, and understanding of the differences within as well as between the ideologies.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar. L4 answers will be coherent, fluent and contain very few spelling and punctuation errors. L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors. L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors. L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

Question Number	Answer	Max Mark																				
8	<p>Evaluate the post-modernist critique of political ideology.</p> <p><i>Specification: Alternative ideologies – post-modernism</i></p> <table border="1" data-bbox="352 394 1278 573"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of post-modernism. Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • Understanding of the concept of post-modernism as a critique of the relevance of the social and political norms seen in industrial societies. It rejects moral absolutism, instead seeing a fragmentation of society and a transformation of citizens into consumers • Understanding of the concept of political ideology as a set of rational and uniform values and principles that shape an outlook onto how society is perceived. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Lyotard • Foucault • Burnham • Chomsky. <p>In order to access the top mark bands, candidates must display accurate knowledge and understanding of the relevant theory, and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</p> <p>AO2: Candidates should evaluate the post-modernist critique of political ideology. They should refer to some of the following:</p> <ul style="list-style-type: none"> • Rejection of traditional meta-narratives seeking to explain how society operates, replaced by moral and political relativism with only localised understanding relevant • Rise of managerial and personality-driven politics • Criticism that post-modernism itself is an ideology • Potential rise of modern ideologies. 		AO1	AO2	AO3	Level 4	9-10	9-10	5	Level 3	6-8	6-8	4	Level 2	3-5	3-5	2-3	Level 1	0-2	0-2	0-1	[25]
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Question Number	Answer	Max Mark
	<p>Award at maximum L2 for candidates who fail to show a sound appreciation of the post-modernist critique but do show some appreciation of the basis of political ideology (eg become confused with the triumph of liberal democracy debate). However, with this being a difficult concept, award at L3 for candidates who are able to offer a plausible explanation of post-modernism and its attitude to political ideology. Award at L4 for those that give a coherent assessment of the validity of post-modernist claims, and award at the top of the level for those who display genuine appreciation of the arguments.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <p>L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.</p> <p>L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.</p> <p>L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.</p> <p>L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

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