

Government and Politics

Advanced GCE

Unit **F854:** Political Ideas and Concepts

Mark Scheme for June 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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Advanced GCE Assessment Matrix

There are **four** levels of assessment of all three AOs in the A2 units. Level 4 is the highest level that can reasonably be expected from a candidate at the end an Advanced GCE course.

Level	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
4	Thorough and accurate knowledge and clear and detailed understanding of relevant concepts, ideas and political systems. Ability to make valid comparisons between them.	High level of skill in the interpretation, analysis and evaluation of relevant political information (including, the identification of parallels, connections, similarities and differences between aspects of the political systems studied). Ability to recognise bias and faulty argument and to reason effectively towards an individual and informed conclusion.	Ability to distinguish relevant and important factors correctly and integrate these into a balanced, well-focused argument. Ability to communicate this clearly and present it legibly and logically in fluent coherent style containing few, if any, errors of grammar, punctuation and spelling.
3	Good knowledge and understanding of relevant concepts, ideas and political systems. Ability to make some valid comparisons between them.	Good level of skill in the interpretation, analysis and evaluation of the relevant political issues (including, the identification of parallels, connections, similarities and differences between aspects of the political systems studied). Some attempt to recognise bias and faulty argument and to reason sensibly towards a sound conclusion.	Ability to identify the most important factors and present a relevant argument legibly and clearly if, at times, lacking incisiveness. There may be occasional errors of grammar, punctuation and spelling.
2	Limited knowledge and understanding of relevant concepts, ideas and political systems. Limited awareness of standard points of comparison.	Limited level of skill in the interpretation, analysis and evaluation of the relevant political issues (including, the identification of parallels, connections, similarities and differences between aspects of the political systems studied). Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. Reasoning may be incomplete and, while opinions may be offered, they are unlikely to be supported by argument.	Limited attempt to distinguish relevant material, which is assembled into a limited argument with some sense of order and legibility. There may be some errors of grammar, punctuation and spelling.
1	Basic and generalised knowledge and understanding of relevant concepts, ideas and political systems. Such knowledge and understanding will be incomplete and/or of tenuous relevance and may contain significant errors. Basic awareness of standard points of comparison.	Basic skill in the interpretation, analysis and evaluation of some of the relevant political issues (including, the identification of parallels, connections, similarities and differences between aspects of the political systems studied). Basic attempt to explain the simpler points central to the question and it is likely that only one viewpoint will be recognised. There will be little evidence of reasoning.	An attempt is made to shape an argument at a basic level, which lacks coherence, legibility and direction, and is unselective. Contains intrusive errors of grammar, punctuation and spelling.

Question Number	Answer			Max Mark												
		AO1	AO3													
1	(a)	Outline what is meant by the concept of punishment. <i>Specification: Law, order, justice and obligation – punishment</i>		[10]												
		<table border="1"> <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> </table>	Level 4	7-8	2	Level 3	5-6	2	Level 2	3-4	1	Level 1	0-2	0-1		
Level 4	7-8	2														
Level 3	5-6	2														
Level 2	3-4	1														
Level 1	0-2	0-1														
		AO1 [8]; AO3 [2]														
		AO1: Candidates should display knowledge and understanding of the concept of punishment. Candidates should refer to some of the following: <ul style="list-style-type: none"> • A penalty inflicted on a person for a crime or offence – the nature of this must be based upon a moral dimension fitting the severity of the crime • The need to preserve law and order in society • Recognition of breach of the law will require state penalties imposed upon the citizen by the state • The process of determining the relevant punishment is the task of the judiciary. Candidates should illustrate their ideas with the views of relevant political thinkers. These might include: <ul style="list-style-type: none"> • Hegel • Hobbes • Bentham • Hart. Candidates who only have a superficial understanding of the concept should be limited to a maximum of L2 in the mark scheme. Expect L4 to have a comprehensive understanding of punishment and some use of relevant political theory														
		AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.														

Question Number	Answer			Max Mark															
(b)	<p>Compare and contrast different models of punishment.</p> <p><i>Specification: Law, order, justice and obligation – the justifications for punishment</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>10-12</td> <td>3</td> </tr> <tr> <td>Level 3</td> <td>7-9</td> <td>2</td> </tr> <tr> <td>Level 2</td> <td>4-6</td> <td>2</td> </tr> <tr> <td>Level 1</td> <td>0-3</td> <td>0-1</td> </tr> </tbody> </table> <p>AO2 [12]; AO3 [3]</p> <p>AO2: Candidates should compare and contrast the different models of punishment. They should refer to some of the following:</p> <ul style="list-style-type: none"> • The justifications used for each model (retribution – revenge, deterrence – prevention of future crime, rehabilitation – prevent recidivism) • Severity of punishment – retribution directly links crime to the penalty, deterrence ensures punishment severe enough to deter others and rehabilitation focuses more on educating the criminal • Emphasis placed on the perpetrator and victim • Degree of blame on the perpetrator for their actions • Note similarities - each recognises the dangers of law breaking and seeks to prevent future actions. <p>Candidates who only describe the models, should access a maximum of L2 in the mark scheme. Award at the bottom of L3 for those that only focus on similarities or differences. Award L4 for those who provide a sophisticated and balanced comparison of the three models highlighting how they have shaped attitudes to punishment in the courts.</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]
	AO2	AO3																	
Level 4	10-12	3																	
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2	<p>Compare and contrast rival theories of the state.</p> <p><i>Specification: The state, nation, sovereignty and globalisation – theories of the state</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of the concept of the state. Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • The meaning of the state, referring to its functions and organisations • Outline of the key theories – pluralist, capitalist, leviathan and patriarchal states • Candidates may also refer to social contract and natural duty theories of the state • Brief examples of each theory on how the state operates. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Hobbes • Locke • Marx • Britten • Bookchin. <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. For those candidates that confuse the theories of the state with its role, award at the most the bottom of L3 if there is sufficient implicit understanding on the meaning of the state. 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 rival theories of the state. They should refer to some of the following:</p> <ul style="list-style-type: none"> • How each theory sees the state • How far the state is a neutral arbiter or an instrument of repression • The size of the state and dangers of over-expansion • Links between the theories and ideological perspectives on the state • Different ideas on the role of the state. 		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			
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		<p>Candidates who only describe the theories of the state should only achieve at maximum L2, although some implicit comparison may be rewarded at the bottom of L3. Also award at the bottom of L3 for those answers that highlight only similarities or differences. Award at L4 for balanced answers that display a sophisticated analysis of rival theories. Award at the top of the level for highly sophisticated comparisons.</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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3	<p>Discuss how similar are the concepts of power and authority.</p> <p><i>Specification: Power, authority and legitimacy – power and authority</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of the concepts of power and authority. Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • The meaning of power – ability to make or enforce decisions that are binding on others • The meaning of authority – the expectation of compliance or right to do something • Typologies of power (Lukes' 3 faces – decision-making, agenda-setting and thought control; note also coercive power) • Weber's typology of authority – legal-rational, charismatic and traditional. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Weber • Lukes • Schattschneider • Bachrach and Baratz • Dahl. <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 extent of similarities between power and authority. They should refer to some of the following:</p> <ul style="list-style-type: none"> • Similarities – authority seen as the exercise of legitimate power; practical exercise of rule requires both power and authority; those in authority tend to also exert power to remain in position; legal rational authority linked to decision-making aspect of power, also charismatic authority has links to thought control • Differences – power based on coercion or persuasion but authority requires neither; those seen as an authority are able to function without recourse to power; traditional authorities such as monarchs can continue to exist without exercise of power 		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			
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	<ul style="list-style-type: none">• Ideological perspectives – Marxists see little distinction between power and authority both being a product of bourgeois hegemony, liberals also see the necessity of authority and power as effectively interlinked. <p>Candidates who only describe power and authority should only be rewarded up to a maximum of L2. Those that only highlight similarities or differences should access the bottom of L3. Award L4 for a balanced and sophisticated analysis especially highlighting the interlinked nature of the concepts. Award at the top of L4 for a high level of sophistication and incisiveness.</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 whether the principles behind human rights should be applied to animals.</p> <p><i>Specification: Rights, liberty and equality – differing forms of rights including human and animal</i></p> <table border="1"> <thead> <tr> <th></th><th>AO1</th><th>AO2</th><th>AO3</th></tr> </thead> <tbody> <tr> <td>Level 4</td><td>9-10</td><td>9-10</td><td>5</td></tr> <tr> <td>Level 3</td><td>6-8</td><td>6-8</td><td>4</td></tr> <tr> <td>Level 2</td><td>3-5</td><td>3-5</td><td>2-3</td></tr> <tr> <td>Level 1</td><td>0-2</td><td>0-2</td><td>0-1</td></tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of the concepts of human and animal rights. Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • The meaning of human rights – secular version of natural rights, universalising the notion of rights endowed to all humans by virtue of their humanity • Key principles – universal, secular, upheld by international law and applied through agreed conventions • The meaning of animal rights – entitlements enjoyed by animals in relation to their treatment by humans – note distinction between rights and welfare. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Locke • Jefferson • Bentham • Singer • Regan. <p>In order to access the top mark bands, candidates must display accurate knowledge and understanding of the relevant theory, and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</p> <p>AO2: Candidates should assess the relevance of human rights theories to the concept of animal rights. They should refer to some of the following:</p> <ul style="list-style-type: none"> • Common themes behind human and animal rights – questions of sentience (the feeling of pain and the capacity for rational thought – note questions of severely disabled humans), the sanctity of life, religious and ecological views about the duty of humanity to respect and preserve the animal kingdom, and the dangers of speciesism. Are these rights universal, accepted and applied through international conventions? 		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 3	6-8	6-8	4																			
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	<ul style="list-style-type: none">• Criticisms that animal rights can be no more than animal welfare – rejection of equal footing of all animals with humans (distinctions within the animal kingdom and their lack of rational thought and expression), claim that all life is not of equal value and that the animal kingdom is based upon competition and not respect for life• The impact of animal rights upon the exercise of human existence eg compulsory veganism, reduction in human population and limits on the use of natural resources. <p>Candidates who only describe human and/or animal rights should be limited to a maximum of L2. Award L3 for those that seek to examine if animal rights are feasible, and L4 for those that directly link them to the principles behind human rights. Award at the top of the level for sophisticated analysis of the common themes behind animal and human rights.</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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5	<p>Discuss how different are the concepts of direct and indirect democracy.</p> <p><i>Specification: Democracy – direct and indirect democracy</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of the concepts of direct and indirect democracy. Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • The meaning of direct democracy – continuous involvement of the citizenship in the law-making and governing process • The meaning of indirect democracy – limited engagement of the citizenship in the decision-making process, relying upon chosen representative to fulfil legislative and executive duties • Brief examples of how these systems operate – direct Athenian system and modern day usage of referendums, initiatives, town hall democracy and citizens' juries; indirect electoral politics and the use of political parties and professional politicians. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Plato • Aristotle • Rousseau • Burke • Schumpeter • Bottomore. <p>In order to access the top mark bands, candidates must display accurate knowledge and understanding of the relevant theory, and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</p>				AO1	AO2	AO3	Level 4	9-10	9-10	5	Level 3	6-8	6-8	4	Level 2	3-5	3-5	2-3	Level 1	0-2	0-2	0-1	[25]
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Level 1	0-2	0-2	0-1																					

Question Number	Answer	Max Mark
	<p>AO2: Candidates should discuss the extent of difference between direct and indirect democracy.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> • Differences – views on the ability of the citizenship; the necessity for professional politicians; distinction between accountability and law making; practical considerations • Similarities – belief in political equality; acceptance of citizens' right to be involved in the decision-making process; accountable government; popular sovereignty • The difficulties of modern society operating a completely direct system, albeit eased by the increasing capacity of modern technology • Problems associated with the use of indirect democracy – corruption and apathy. <p>Candidates who only describe direct and indirect democracy should achieve a maximum of L2 marks. Bottom of L3 should be awarded to those that only focus on the differences and/or similarities. Candidates who focus on the pros and cons of both systems, and thus make only implicit reference to the extent of difference, should also achieve at maximum bottom L3. L4 marks should be awarded for balanced and sophisticated comparisons, with the top of the level awarded for a high level of sophistication.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <p>L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.</p> <p>L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.</p> <p>L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.</p> <p>L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

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6	<p>Assess the extent of similarity between conservatism and nationalism.</p> <p><i>Specification: Conservatism and nationalism – the similarities and differences between conservatism and nationalism</i></p> <table border="1"> <thead> <tr> <th></th><th>AO1</th><th>AO2</th><th>AO3</th></tr> </thead> <tbody> <tr> <td>Level 4</td><td>9-10</td><td>9-10</td><td>5</td></tr> <tr> <td>Level 3</td><td>6-8</td><td>6-8</td><td>4</td></tr> <tr> <td>Level 2</td><td>3-5</td><td>3-5</td><td>2-3</td></tr> <tr> <td>Level 1</td><td>0-2</td><td>0-2</td><td>0-1</td></tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of the ideologies of conservatism and nationalism. Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • The basic principles behind conservatism, including cautious attitude to change, preservation of traditional values and institutions, order, pragmatism, individualism and support for the nation state • The range of conservative strands, including authoritarian, paternalistic, One-Nation and the New Right • Basic principles of nationalism, including self-determination, organicism, and independence • The range of nationalist strands – right-wing, liberal, post-colonial, socialist and cultural. <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 • Von Herder • Mazzini • De Gaulle. <p>In order to access the top mark bands, candidates must display accurate knowledge and understanding of the relevant theory, and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</p> <p>AO2: Candidates should assess the extent of similarity between conservatism and nationalism. They should refer to some of the following:</p> <ul style="list-style-type: none"> • Similarities – support for the nation state; necessity to avoid divisiveness within a community and support for organicism; belief in preserving traditional cultural values and identities 		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">• Differences – nationalism as a revolutionary force seeing an ending to imperialism and break-up of empires; liberal and socialist strands of nationalism, emphasising for the former democratic and individualist values, and for the latter statism and collectivisation• The compatibility of certain strands of conservatism to strands within nationalism eg paternalistic and authoritarian nationalism to elements within right-wing and conservative nationalism. <p>Candidates who only describe the values of nationalism and conservatism, making only implicit comparisons, should be awarded at a maximum of L2 in the mark scheme. Award at the bottom of L3 for answers that only focus on the extent of similarity or difference. Award at L4 for balanced answers that have a sophisticated appreciation of how some features of conservatism overlap with nationalism. Award at the top of the level for a high level of sophistication.</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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7	<p>Discuss the view that egalitarianism is the most important principle of socialism.</p> <p><i>Specification: Liberalism and socialism – core values of socialism</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of socialism. Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • The meaning of socialism – a collectivist ideology that opposes capitalism and inequality • Core principles – anti-capitalist, egalitarian, class-based, social justice and common ownership • Variations of socialism – revolutionary (Marxism and Maoism) and democratic (democratic socialism and social democracy). <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Fourier • Owen • Marx • Bernstein • Tawney • Crossland • Giddens. <p>In order to access the top mark bands, candidates must display accurate knowledge and understanding of the relevant theory, and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</p>		AO1	AO2	AO3	Level 4	9-10	9-10	5	Level 3	6-8	6-8	4	Level 2	3-5	3-5	2-3	Level 1	0-2	0-2	0-1				[25]
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	<p>AO2: Candidates should discuss the importance of egalitarianism to socialism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> • The importance of egalitarianism to socialism – promotion of forms of equality (opportunity and outcome) by all socialists – note social democracy advocates opportunity, thus accepting economic inequality. Consideration that egalitarianism provides an underpinning for each of the other principles (eg class equality, criticism of capitalism as unequal, collectivist in order to promote greater equality) • Variation in importance of other factors dependent upon form of socialism – Marxism promoting statist collectivism, democratic socialism promoting working class advancement and public ownership, social democracy advocating social justice • Argument that all socialism based upon positive view of human nature and anti-capitalist (note early socialist ideas seen in Rousseau, More and Donne). <p>Candidates who only describe the various principles of socialism should only access the lower mark bands, although some implicit reference to relevant importance should be awarded at a maximum of the bottom of L3. Appreciation of the relative importance of a range of factors, and how different forms of socialism relate to these, should be awarded at L3 and L4. Award at top of L4 for a sophisticated appreciation of how egalitarianism (economic and other forms) provides the basis for the other principles.</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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8	<p>Discuss the view that the different forms of feminism have fundamentally the same aims.</p> <p><i>Specification: Alternative ideologies – feminism</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p>AO1 [10]; AO2 [10]; AO3 [5]</p> <p>AO1: Candidates should display knowledge and understanding of feminism. Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • The meaning of feminism – ideology to promote the interests of women and oppose patriarchy • Core values – opposition to patriarchy, promotion of gender politics, otherness, liberation and female equality (Each form, however, places a different emphasis on each value) • Forms of feminism – liberal, radical and left-wing. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Wollstonecraft • Mill • Friedan • Millett • Greer • Firestone. <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 relative importance of the core themes of feminism. They should refer to some of the following:</p> <ul style="list-style-type: none"> • Liberal feminism promoting a reformist agenda, advancing equality of opportunity agenda in social, economic and political areas • Radical feminism advocating a revolutionary change to overthrow patriarchy and oppose gender inequality • Left-wing feminism – oppose economic exploitation as a basis of capitalism thus the abolition of capitalism only way to achieve gender equality • Common values based on elimination of patriarchy and promote 		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			
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		<ul style="list-style-type: none">• gender equality – note extent of equality varies (opportunity liberals to outcome radical and left wing)• Different forms emphasise different causes of female exploitation and methods to achieve female emancipation and the end of patriarchy. <p>Candidates who only describe the different forms of feminism should achieve a maximum of L2, although some implicit assessment of their similarity should be awarded at the bottom of L3. Answers that seek to highlight the central focus of female equality, emancipation and opposition to patriarchy, but highlight different emphasis on causes and methods to address female exploitation, should access L3 and L4. Award top of L4 for a high level of sophistication of analysis.</p> <p>AO3: Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <p>L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.</p> <p>L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.</p> <p>L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.</p> <p>L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	
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