

Advanced GCE

**F856QP**

**GOVERNMENT AND POLITICS**

Unit F856: Political Ideas and Concepts  
in Practice

**Specimen Paper**

Time: 2 hours

Additional Materials: Answer Booklet (...pages)



**INSTRUCTIONS TO CANDIDATES**

- Answer **two** questions.
- Write the numbers of the questions you answer on the front of your answer booklet.
- If you use additional sheets of paper, fasten these securely to your answer booklet.

**INFORMATION FOR CANDIDATES**

- The number of marks for each question is given in brackets [ ] at the end of each question.
- The total number of marks for this paper is **100**.
- You will be awarded marks in all questions for the quality of written communication including legibility, clarity of expression, structure, and presentation of ideas, spelling, punctuation and grammar.

**ADVICE TO CANDIDATES**

- Read each question carefully and make sure you know what you have to do before starting your answer.
- You are advised to spend 60 minutes answering each question.

This document consists of **3** printed pages and **1** blank page.

Answer **two** questions.

*You will be rewarded for your ability to draw together the knowledge, understanding and skills which you have acquired from your study of all parts of this course.*

*In answering each question, you should draw upon the knowledge and understanding gained from your study of Politics of the UK and Political Ideas and Concepts. Where appropriate, you should also make reference to other political systems, as well as to the European Union.*

- 1 Examine whether in theory and in practice there is more to modern democracy than just majority rule. [50]
- 2 Discuss the implications of globalisation for the nation state. [50]
- 3 Examine how authority is bestowed upon modern governments in theory and in practice. [50]
- 4 Evaluate the extent to which rights are protected in the UK both in theory and practice. [50]
- 5 Discuss the effectiveness of the rule of law in upholding the liberty of citizens both in theory and in practice. [50]
- 6 Evaluate the extent to which contemporary conservatism can be regarded as ideological. [50]
- 7 Compare and contrast contemporary liberal and socialist attitudes towards welfare issues. [50]
- 8 Assess the post-modernist critique of contemporary politics. [50]

**Paper Total: [100]**

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## GENERAL MARKING INSTRUCTIONS

When marking, examiners must use both this mark scheme and the Assessment Matrix (over page).

### The Assessment Matrix

Broadly speaking, and depending on the question, examiners should 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.

And credit answers which display knowledge and understanding of:

- current examples;
- political concepts, theories and language;
- other political systems including the EU;
- parallels, connections, similarities and differences.

### The Mark Scheme

The mark scheme is indicative of the kinds of points likely to be raised by candidates in answering the questions, however, because of the nature of the subject, they cannot be regarded as definitive and the professional judgement and training of individual examiners will inevitably apply.

All substantive issues surrounding the paper will be settled at the standardisation meeting and through the arrangements made by OCR to ensure a consistent approach by all examiners. Examiners should contact the Principal Examiner if they have any concerns about the way an individual script should be marked.

Examiners must refer to the OCR booklet Instructions to Examiners issued in each examination session for details about administrative procedures.

The maximum mark for this paper is **100**.

## 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 of 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 correctly distinguish relevant and important factors 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 confident 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 will 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
1	<p><b>Examine whether in theory and in practice there is more to modern democracy than just majority rule.</b></p> <p><i>Specification: democracy in practice – the operation of modern forms of democracy, the problems of democracy – majoritarianism.</i></p> <p><b>AO1 [20]; AO2 [24]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of the meaning of modern democracy.</p> <ul style="list-style-type: none"> <li>• They display understanding of the key aspects of democracy, these may include: <ul style="list-style-type: none"> <li>○ majority rule,</li> <li>○ popular sovereignty,</li> <li>○ the general will,</li> <li>○ constitutional safeguards,</li> <li>○ procedural devices to gauge popular opinion,</li> <li>○ political pluralism,</li> <li>○ principles of representation.</li> </ul> </li> <li>• Credit candidates who illustrate their ideas with reference to examples drawn from both the theory and practice of modern politics. This might include reference to the operation of democratic systems, for example: <ul style="list-style-type: none"> <li>○ reference to elections, e.g. the rule of the majority or largest minority in the case of the UK – credit the use of supporting election statistics,</li> <li>○ referendums, e.g. the no votes on the EU constitution in France and Holland, and the North East referendum on a regional assembly,</li> <li>○ role of elected politicians</li> <li>○ constitutional protection of minority rights, e.g. the '98 Human Rights Act,</li> </ul> </li> <li>• Credit candidates who refer to a range of relevant theorists; for example: <ul style="list-style-type: none"> <li>○ Plato,</li> <li>○ Mill,</li> <li>○ Marx,</li> <li>○ de Tocqueville,</li> <li>○ Paine,</li> <li>○ Schumpeter.</li> </ul> </li> <li>• Candidates must display knowledge and understanding of democracy in both <i>theory</i> and <i>practice</i> to access the higher mark bands.</li> </ul>	

Question Number	Answer	Max Mark
1 cont'd	<p><b>AO2:</b> Candidates examine the role played by majority rule in modern democratic systems.</p> <ul style="list-style-type: none"> <li>• They analyse and evaluate the concept, highlighting the problems of unrestricted majority rule – tyranny of the majority – and attempts by modern democracies to address this issue, e.g. indirect democracy and constitutional safeguards of minority rights in liberal democracies.</li> <li>• Credit candidates who evaluate a range of modern democratic systems in examining the requirements of a modern democracy, for example: <ul style="list-style-type: none"> <li>○ direct,</li> <li>○ participatory,</li> <li>○ liberal</li> <li>○ proletarian.</li> </ul> </li> <li>• Candidates must examine majority rule <i>and</i> analyse other facets of modern democracy to access the higher mark bands.</li> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of Political Ideas, their theoretical basis as well as contemporary practice, and a thorough understanding of how they operate. They demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view politics from a Political Ideas perspective, showing awareness of the particular issues affecting politicians.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<b>[50]</b>

Question Number	Answer	Max Mark
2	<p><b>Discuss the implications of globalisation for the nation state.</b></p> <p><i>Specification: the state, nation, sovereignty and globalisation in practice – the role of the modern nation state, the growth of multinational organisations and corporations, the debate surrounding the continued existence of internal and external sovereignty.</i></p> <p><b>AO1 [20]; AO2 [24]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of the meaning of globalisation and the implications it has upon the concept of the nation state.</p> <ul style="list-style-type: none"> <li>• They display understanding of the theory behind the role and functions of the nation state.</li> <li>• Candidates may look at evidence of globalisation changing the location of decision-making towards supranational bodies and multinational corporations.</li> <li>• They may look at evidence of globalisation providing the potential for the devolution of power down to devolved tiers of government based around cultural and ethnic identities.</li> <li>• Candidates illustrate their ideas with evidence drawn from the theory and practice of modern politics, this may include knowledge of the role of supranational organisations such as the: <ul style="list-style-type: none"> <li>○ UN,</li> <li>○ WTO,</li> <li>○ IMF,</li> <li>○ EU.</li> </ul> </li> <li>• Candidates illustrate their ideas with evidence of economic and political influence of multinational organisations such as: <ul style="list-style-type: none"> <li>○ McDonalds,</li> <li>○ Coca Cola.</li> </ul> </li> <li>• Candidates refer to relevant political thinkers, these may include: <ul style="list-style-type: none"> <li>○ Chomsky,</li> <li>○ Hertz,</li> <li>○ Ohmae,</li> <li>○ Soros,</li> <li>○ Fukuyama.</li> </ul> </li> <li>• Candidates must display knowledge and understanding of globalisation and its impact on the nation state in both <i>theory</i> and <i>practice</i> to access the higher mark bands.</li> </ul>	

Question Number	Answer	Max Mark
<p style="text-align: center;"><b>2</b> <b>cont'd</b></p>	<p><b>AO2:</b> Candidates discuss the key trends apparent in the debate over globalisation, these might include:</p> <ul style="list-style-type: none"> <li>○ cultural and political forms of globalisation,</li> <li>○ economic consequences of the rise of multinationals.</li> </ul> <ul style="list-style-type: none"> <li>● Candidates discuss recent trends in the role of the nation state and analyse whether national sovereignty (internal and external) and national identity is any longer relevant in the post-industrial world.</li> <li>● Credit candidates who approach the discussion from a range of ideological perspectives, these might include: <ul style="list-style-type: none"> <li>○ neo-liberal views on the benefits of globalisation – globalists,</li> <li>○ the out-datedness of the nation state,</li> <li>○ Marxist and other antiglobalist perspectives on the dangers of globalisation from an environmental and economic imperialist perspective.</li> </ul> </li> <li>● Candidates must discuss the general implications of globalisation <i>with reference to</i> the implications on the nation state to access the higher mark bands.</li> <li>● To reach the top of Level 4, candidates demonstrate appropriate knowledge of Political Ideas, their theoretical basis as well as contemporary practice, and a thorough understanding of how they operate. They demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view politics from a Political Ideas perspective, showing awareness of the particular issues affecting politicians.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<p><b>[50]</b></p>

Question Number	Answer	Max Mark
3	<p><b>Examine how authority is bestowed upon modern governments in theory and in practice.</b></p> <p><i>Specification: power, authority and legitimacy in practice – the exercise and manufacturing of authority by modern governments.</i></p> <p><b>AO1 [20]; AO2 [24]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of the meaning of authority and how it is bestowed upon governments.</p> <ul style="list-style-type: none"> <li>• Candidates may refer to the various types of authority including Weber's three models of authority.</li> <li>• Candidates may refer to the concept in the de facto and de jure sense.</li> <li>• Candidates refer to ways in which authority can be bestowed in practice; these might include: <ul style="list-style-type: none"> <li>○ electoral mandates – reward reference to electoral statistics,</li> <li>○ other constitutional procedures for democratic governments – the role of parliamentary sovereignty and the rule of law,</li> <li>○ through charismatic personalities – especially dictators such as Hitler and Mussolini,</li> <li>○ traditional respect, e.g. the Royal Prerogative and the monarchy.</li> </ul> </li> <li>• Candidates refer to relevant political thinkers, these might include: <ul style="list-style-type: none"> <li>○ Weber,</li> <li>○ Locke,</li> <li>○ Marx,</li> <li>○ Arendt,</li> <li>○ Reich,</li> <li>○ Scruton.</li> </ul> </li> <li>• Candidates must display knowledge and understanding of government authority in both <i>theory</i> and <i>practice</i> to access the higher mark bands.</li> </ul> <p><b>AO2:</b> Candidates examine the various methods by which authority can be bestowed upon governments.</p> <ul style="list-style-type: none"> <li>• They may analyse the role of legal rational authority in democratic regimes.</li> <li>• Credit candidates who argue that elements of charismatic authority, based upon inspired leadership, can play a role in democratic governments.</li> <li>• Credit candidates who argue that traditional authority, in respect of long standing institutions, can play a role in democratic governments.</li> <li>• Credit candidates who adopt a Marxian or elitist perspective in arguing the manufacturing of authority through ideological hegemony.</li> <li>• Candidates may examine the potential decline in government authority through the potential for a legitimisation crisis especially with regards to government failings and rising voter apathy.</li> <li>• Candidates must describe the various types of authority <i>and</i> analyse their relevance to government to access the higher mark bands.</li> </ul>	

Question Number	Answer	Max Mark
<p><b>3</b> <b>cont'd</b></p>	<ul style="list-style-type: none"> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of Political Ideas, their theoretical basis as well as contemporary practice, and a thorough understanding of how they operate. They demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view politics from a Political Ideas perspective, showing awareness of the particular issues affecting politicians.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<p><b>[50]</b></p>
<p><b>4</b></p>	<p><b>Evaluate the extent to which rights are protected in the UK both in theory and practice.</b></p> <p><i>Specification: rights, liberty and equality in practice – methods of rights protection, including recent developments and potential encroachment of individual rights relating to contemporary threats.</i></p> <p><b>AO1 [20]; AO2 [24]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of the meaning of rights and various methods used to protect them in the UK.</p> <ul style="list-style-type: none"> <li>• Candidates may refer to the moral, legal, human, natural and animal rights in displaying knowledge of how the UK chooses to protect these.</li> <li>• They also display knowledge of traditional domestic methods of rights protection, e.g. Dicey's three pillars – parliament, courts and public opinion – as well as newer methods such as: <ul style="list-style-type: none"> <li>○ the ECHR (and subsequent Human Rights Act),</li> <li>○ EU law,</li> <li>○ other international human rights obligations.</li> </ul> </li> <li>• Credit candidates who illustrate their understanding of the value of rights protection through evidence of encroachments on UK rights in relation to issues such as: <ul style="list-style-type: none"> <li>○ anti-terrorism,</li> <li>○ religious and racial tolerance,</li> <li>○ limits on the right to protest.</li> </ul> </li> </ul>	

Question Number	Answer	Max Mark
4 cont'd	<ul style="list-style-type: none"> <li>• Candidates refer to the ideas of relevant political thinkers, these may include:               <ul style="list-style-type: none"> <li>○ Mill,</li> <li>○ Dicey,</li> <li>○ Grey,</li> <li>○ Bentham,</li> <li>○ Regan.</li> </ul> </li> <li>• Candidates must display knowledge and understanding of rights protection in both theory <i>and</i> practice to access the higher mark bands.</li> </ul> <p><b>AO2:</b> Candidates evaluate the extent of rights protection in the UK.</p> <ul style="list-style-type: none"> <li>• They may examine how rights, traditionally, are perceived as residual in the UK but how, more recently, legislation has also sought to defend positively and to enhance rights through equal-opportunity legislation.</li> <li>• Candidates may evaluate the capacity of successive governments to encroach upon individual rights through simple parliamentary majorities.</li> <li>• Credit candidates who highlight the growing capacity of UK citizens to challenge these encroachments through domestic and international courts.</li> <li>• Credit candidates who compare UK rights protection with fully codified and entrenched Bills of Rights as seen in the USA and other western democracies.</li> <li>• Candidates must describe the various ways rights are protected <i>and</i> describe the ways UK citizens can seek redress of grievance for violation of their rights to access the higher mark bands.</li> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of Political Ideas, their theoretical basis as well as contemporary practice, and a thorough understanding of how they operate. They demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view politics from a Political Ideas perspective, showing awareness of the particular issues affecting politicians.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<b>[50]</b>

Question Number	Answer	Max Mark
5	<p><b>Discuss the effectiveness of the rule of law in upholding the liberty of citizens both in theory and in practice.</b></p> <p><i>Specification: law, order, obligation and justice in practice – how the rule of law is applied in practice and its role in constitutions in the UK and the EU.</i></p> <p><b>AO1 [20]; AO2 [24]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of the concept of the rule of law and its purpose.</p> <ul style="list-style-type: none"> <li>• They may highlight Dicey's three key elements in defining the rule of law (or possibly Grant's five principles) and display understanding of its relationship to the concept of parliamentary sovereignty in the UK.</li> <li>• Credit candidates who illustrate their knowledge with reference to the application of the rule of law in the UK and other modern liberal democracies, this may include examples relating to the role of the judiciary acting as a constitutional check upon the executive (judicial review, ECHR etc.).</li> <li>• Candidates refer to the ideas of relevant political thinkers, these may include: <ul style="list-style-type: none"> <li>○ Dicey,</li> <li>○ Grant,</li> <li>○ Locke,</li> <li>○ Jefferson,</li> <li>○ Hart,</li> <li>○ Austin.</li> </ul> </li> <li>• Candidates must display knowledge and understanding of the rule of law in both theory <i>and</i> practice to access the higher mark bands.</li> </ul> <p><b>AO2:</b> Candidates discuss the effectiveness of the rule of law in maintaining the liberty of citizens as well as commenting on its applicability to modern society.</p> <ul style="list-style-type: none"> <li>• They may highlight how, in societies with codified and entrenched constitutions, the rule of law can be deemed more effective at upholding the liberty of citizens, but where parliamentary sovereignty can easily amend or rescind law, it provides less of an effective check on executive powers.</li> <li>• They may compare societies in which the rule of law is defined, purely, as enforcing executive decisions without recourse to notions of natural justice and discuss the positive and negative concepts of law.</li> <li>• Credit candidates who examine the effectiveness of the rule of law where there is no clear independence of the judiciary in interpreting the law, or where the judiciary is drawn from a narrow social base.</li> <li>• Candidates must describe the meaning of the rule of law <i>and</i> comment on its effectiveness to access the higher mark bands.</li> </ul>	

Question Number	Answer	Max Mark
5 cont'd	<ul style="list-style-type: none"> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of Political Ideas, their theoretical basis as well as contemporary practice, and a thorough understanding of how they operate. They demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view politics from a Political Ideas perspective, showing awareness of the particular issues affecting politicians.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<b>[50]</b>
6	<p><b>Evaluate the extent to which contemporary conservatism can be regarded as ideological.</b></p> <p><i>Specification: contemporary conservatism and nationalism – the impact of the New Right, social and liberal conservatism, debate over the future direction of the Conservative Party in the UK.</i></p> <p><b>AO1 [20]; AO2 [24]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of the key principles behind conservatism and, in particular, its contemporary styles.</p> <ul style="list-style-type: none"> <li>• They refer to the modern strands of conservatism, these may include: <ul style="list-style-type: none"> <li>○ the New Right,</li> <li>○ neo-conservatism,</li> <li>○ right-wing nationalism,</li> <li>○ one-nation or liberal conservatism (as defined by Cameron).</li> </ul> </li> <li>• Candidates display understanding of the meaning of ideology and illustrate their knowledge with evidence for either ideological core values or a belief in pragmatic economic and social populism – credit candidates who make reference to recent conservative party policy contained in election manifestos.</li> <li>• Candidates may highlight their understanding with evidence drawn from the ideas and policies proposed by recent Conservative Party leaders.</li> </ul>	

Question Number	Answer	Max Mark
6 cont'd	<ul style="list-style-type: none"> <li>• They refer to relevant political thinkers, these might include:               <ul style="list-style-type: none"> <li>○ Burke,</li> <li>○ Hayek,</li> <li>○ Friedman,</li> <li>○ Thatcher,</li> <li>○ Oakeshott,</li> <li>○ Scruton.</li> </ul> </li> <li>• Candidates must display knowledge and understanding of the ideological basis of contemporary conservatism in both theory <i>and</i> practice to access the higher mark bands.</li> </ul> <p><b>AO2:</b> Candidates evaluate the ideological coherence of contemporary conservatism.</p> <ul style="list-style-type: none"> <li>• They may analyse whether elements of contemporary conservatism have rejected the traditional pragmatic base of conservative thought and whether they have become influenced by classical liberal economic values and evangelical Christian social values.</li> <li>• They may highlight the ideological distinctions between this New Right and neo-conservative approach, and that of attempts to return to a more centrist one-nation style populism, e.g. Cameron's rebranding of Conservative Party values.</li> <li>• Credit candidates who compare the direction taken by the modern Conservative Party in the UK with that of Blair's New Labour Party.</li> <li>• Credit candidates who adopt a post-modernist critique of the relevance of political ideology to modern politics.</li> <li>• Candidates must describe the key features of modern Conservative Party policies <i>and</i> elements in contemporary conservative thought to access the higher mark bands.</li> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of Political Ideas, their theoretical basis as well as contemporary practice, and a thorough understanding of how they operate. They demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view politics from a Political Ideas perspective, showing awareness of the particular issues affecting politicians.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<b>[50]</b>

Question Number	Answer	Max Mark
7	<p><b>Compare and contrast contemporary liberal and socialist attitudes towards welfare issues.</b></p> <p><i>Specification: contemporary liberalism and socialism – impact of contemporary liberalism and socialism within liberal democracy, comparison between Liberal Democratic and New Labour ideologies and policies.</i></p> <p><b>AO1 [20]; AO2 [24]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of liberal and socialist attitudes to welfare reform.</p> <ul style="list-style-type: none"> <li>• They display understanding of the ideological features behind the two ideologies, especially relating to state interventionism and attitudes towards equality.</li> <li>• Credit candidates who display understanding of the different attitudes towards the concept of the welfare state by the two ideologies.</li> <li>• Candidates refer to policies advocated by socialist and liberal parties – this will probably be based around New Labour and the Liberal Democrats and may involve consideration of election party manifestos – relating to issues such as: <ul style="list-style-type: none"> <li>○ education,</li> <li>○ social security,</li> <li>○ health,</li> <li>○ employment.</li> </ul> </li> <li>• Candidates refer to relevant liberal and socialist thinkers, these may include: <ul style="list-style-type: none"> <li>○ Mill,</li> <li>○ Grey,</li> <li>○ Rawls,</li> <li>○ Tawney,</li> <li>○ Giddens,</li> <li>○ Beveridge.</li> </ul> </li> <li>• Candidates must display knowledge and understanding of both liberal <i>and</i> socialist attitudes towards welfare issue to access the higher mark bands.</li> </ul>	

Question Number	Answer	Max Mark
7 cont'd	<p><b>AO2:</b> Candidates compare and contrast liberal and socialist attitudes relating to welfare issues.</p> <ul style="list-style-type: none"> <li>• They may highlight contemporary liberal attitudes on positive liberty that advocate removing economic and educational obstacles towards self advancement through the structure of a welfare state. These provide similarities with socialist and social democratic attitudes towards the welfare state consensus in British politics 1945-79 – note the liberals William Beveridge and JM Keynes are seen as key architects of Labour’s welfare state reforms 1945-51.</li> <li>• Credit candidates who argue that socialist attitudes tend towards a more collectivist approach with regards to welfare issues, focusing more upon equality of outcome than opportunity.</li> <li>• Credit candidates who apply this analysis to the attitudes of New Labour and the Liberal Democrats in the post-Thatcherite era and focus upon attempts to restrict social security expenditure and attempts to introduce greater choice in both education and health provision.</li> <li>• Credit candidates who question whether New Labour adheres to a traditional socialist approach to welfare issues.</li> <li>• Candidates must <i>make comparisons between</i> liberal and socialist attitudes to welfare reform to access the higher mark bands.</li> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of Political Ideas, their theoretical basis as well as contemporary practice, and a thorough understanding of how they operate. They demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view politics from a Political Ideas perspective, showing awareness of the particular issues affecting politicians.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<b>[50]</b>

Question Number	Answer	Max Mark
8	<p><b>Assess the post-modernist critique of contemporary politics.</b>  <i>Specification: the impact of alternative ideologies – post modernism and the end of ideology debate.</i></p> <p><b>AO1 [20]; AO2 [24]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge and understanding of post-modernism and its critique of modern politics.</p> <ul style="list-style-type: none"> <li>• They may display knowledge of issues relating to: <ul style="list-style-type: none"> <li>○ the decline of ideologies (meta-narratives),</li> <li>○ the rise of populist and managerial-style politics,</li> <li>○ the move towards moral relativism.</li> </ul> </li> <li>• Candidates illustrate their understanding with evidence drawn from modern UK and EU politics, this may include evidence of: <ul style="list-style-type: none"> <li>○ ideological convergence between New Labour and the Conservatives,</li> <li>○ the declining support of mainstream political parties,</li> <li>○ the rise of single-issue pressure groups and independents,</li> <li>○ the growth of personality driven and focus-group driven politics.</li> </ul> </li> <li>• Candidates illustrate their understanding of post-modernist theory with reference to relevant political thinkers, these may include: <ul style="list-style-type: none"> <li>○ Nietzsche,</li> <li>○ Lyotard,</li> <li>○ Bell,</li> <li>○ Galbraith,</li> <li>○ Fukuyama.</li> </ul> </li> <li>• Candidates must display knowledge and understanding of the post-modernist critique in both theory <i>and</i> practice to access the higher mark bands.</li> </ul> <p><b>AO2:</b> Candidates analyse the validity of the post-modernist critique of modern politics.</p> <ul style="list-style-type: none"> <li>• They may analyse the validity of the claims that ideology is no longer relevant through examining: <ul style="list-style-type: none"> <li>○ the decline of traditional meta-narratives,</li> <li>○ the prospect of new 21st century ideologies.</li> </ul> </li> <li>• Credit candidates who use post-modernist analysis to refute Fukuyama's 'triumph of liberal democracy' assertions.</li> <li>• They may analyse the extent to which main-stream politics, reflecting the needs of 19<sup>th</sup> and 20<sup>th</sup> century industrial-based capitalism (with the importance of class-based politics), is relevant any longer to modern post-industrial society, and they may consider what kind of politics has taken its place – single issue, personality and moral relativist themes.</li> </ul>	

Question Number	Answer	Max Mark
<p><b>8</b> <b>cont'd</b></p>	<ul style="list-style-type: none"> <li>• Credit candidates who refute post-modernist claims over the decline of meta-narratives by analysing the extent to which post-modernism can itself be classified as a new meta-narrative.</li> <li>• Candidates must describe post-modernist theory <i>and</i> analyse its relevance to modern politics to access the higher mark bands.</li> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of Political Ideas, their theoretical basis as well as contemporary practice, and a thorough understanding of how they operate. They demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view politics from a Political Ideas perspective, showing awareness of the particular issues affecting politicians.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<p>[50]</p>
<b>Paper Total</b>		<b>[100]</b>

**Assessment Objectives Grid**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1/2/3/4/5/6/7/8</b>	<b>20</b>	<b>24</b>	<b>6</b>	<b>50</b>
<b>1/2/3/4/5/6/7/8</b>	<b>20</b>	<b>24</b>	<b>6</b>	<b>50</b>
<b>Totals</b>	<b>40</b>	<b>48</b>	<b>12</b>	<b>100</b>

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