

**GCE**

**Government and Politics**

Unit **F854**: Political Ideas and Concepts

Advanced GCE

**Mark Scheme for June 2015**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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## Annotations

Annotation	Meaning
	Acknowledged, credit-worthy. Page seen
	Judgement of extent
	Incorrect
	Example
	Vague
	Repetition
	Very good
	Not relevant
	Analysis
	Focus
	Spelling
	Unclear (in combination with other annotations)/loss of focus
	Positive (in combination with other annotations)=similarities/arguments in favour
	Negative (in combination with other annotations)=differences/arguments against
Highlighting	Use of theorists

NB Examiners should use the above annotations to assist them in deciding their marks. They do not, however, have to use them to annotate every instance seen.

**Subject-specific Marking Instructions**

When marking, examiners must use both this mark scheme and the Assessment Matrix (see Appendix 1).

**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 and 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 difference.

**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, it cannot be regarded as definitive and the professional judgement and training of individual examiners will 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.

Question		Answer	Marks	Guidance																	
				Content	Levels of response																
1	(a)	<p><b>AO1:</b> Answers should display knowledge and understanding of the meaning of political power.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the idea of political power as an expectation of compliance</li> <li>the different types of power ranging from decision making, agenda setting, thought control and coercion</li> <li>different ideological perspectives on power</li> <li>discrimination between power and authority</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>Lukes</li> <li>Dahl</li> <li>Schattsneider</li> <li>Boulding</li> </ul>	10	<p><b>Refer to the A2 GCE Assessment matrix on page 29</b></p> <p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>Candidates must offer more than a reiteration of the source (award at L1 for source only).</li> <li>Maximum L2 should be awarded for limited knowledge and understanding of political power and no reference to relevant political thinkers.</li> <li>Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers.</li> <li>Award at L4 for comprehensive understanding with a range of relevant theorists used.</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>Expect most answers to reach L3.</li> <li>At L2 and below, answers will include frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised. Also award at this level answers that are underdeveloped.</li> </ul>	<p><b>AO1 [8]:</b></p> <table> <tr> <td>Level 4</td> <td>7–8 marks</td> </tr> <tr> <td>Level 3</td> <td>5–6 marks</td> </tr> <tr> <td>Level 2</td> <td>3–4 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table> <p><b>AO3 [2]:</b></p> <table> <tr> <td>Level 4</td> <td>2 marks</td> </tr> <tr> <td>Level 3</td> <td>2 marks</td> </tr> <tr> <td>Level 2</td> <td>1 mark</td> </tr> <tr> <td>Level 1</td> <td>0–1 mark</td> </tr> </table>	Level 4	7–8 marks	Level 3	5–6 marks	Level 2	3–4 marks	Level 1	0–2 marks	Level 4	2 marks	Level 3	2 marks	Level 2	1 mark	Level 1	0–1 mark
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	(b)	<p><b>AO2:</b> Answers should compare and contrast political power as decision making with that of agenda setting.</p> <p>They should refer to some of the following:</p> <p>This comparison could include:</p> <ul style="list-style-type: none"> <li>• Who holds powers?</li> <li>• How centralised is the exercise of power?</li> <li>• What decisions are made (decision and non decision making)?</li> <li>• Ideological perspectives (pluralism versus elitism)</li> <li>• The extent of accountability in the exercise of power</li> <li>• The degree of consciousness in exercising power</li> </ul>	15	<p><b>Refer to the A2 GCE Assessment matrix on page 29</b></p> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• To access the higher marks bands answers should not only explain the two types of power, but must also highlight points of similarities and differences.</li> <li>• Award at the bottom of L2 for only descriptions of the two types (or L1 if a general description of power without reference to decision making and agenda setting). Also award at L2 for a superficial or limited range of comparisons.</li> <li>• Where there is a one-sided comparison only, award at the bottom of L3.</li> <li>• Award towards the top of L3 where there is a range of comparisons made but also imbalance in these comparisons.</li> <li>• Award at L4 where there is a balanced comparison covering a wide range of factors</li> <li>• Award at the top of L4 where there is clear sophistication in the evaluation.</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most answers to reach L3.</li> <li>• A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> </ul>	<p><b>AO2 [12]:</b></p> <table> <tr> <td>Level 4</td> <td>10–12 marks</td> </tr> <tr> <td>Level 3</td> <td>7–9 marks</td> </tr> <tr> <td>Level 2</td> <td>4–6 marks</td> </tr> <tr> <td>Level 1</td> <td>0–3 marks</td> </tr> </table> <p><b>AO3 [3]:</b></p> <table> <tr> <td>Level 4</td> <td>3 marks</td> </tr> <tr> <td>Level 3</td> <td>2 marks</td> </tr> <tr> <td>Level 2</td> <td>2 marks</td> </tr> <tr> <td>Level 1</td> <td>0–1 mark</td> </tr> </table>	Level 4	10–12 marks	Level 3	7–9 marks	Level 2	4–6 marks	Level 1	0–3 marks	Level 4	3 marks	Level 3	2 marks	Level 2	2 marks	Level 1	0–1 mark
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2			<p><b>AO1:</b> Answers should display knowledge of what is meant by a 'tyranny of the majority' and other criticisms of democracy.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• understanding of the generic basis of democracy – its literal definition being rule of the people</li> <li>• understanding of the concept of a tyranny of the majority – majoritarian rule being able to enforce their will upon permanent minorities</li> <li>• the operation of different forms of democracy highlighting their vulnerability to majority tyranny (direct and indirect systems)</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Aristotle</li> <li>• Plato</li> <li>• Montesquieu</li> <li>• Gasset</li> <li>• Marx</li> <li>• de Tocqueville</li> </ul>	25	<p><b>Refer to the A2 GCE Assessment matrix on page 29</b></p> <p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• In order to access the top mark bands answers must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists.</li> <li>• Maximum L2 should be awarded for limited understanding and/or only a few accurate references to relevant theorists.</li> <li>• Award L3 for good understanding and the inclusion of a range of relevant political thinkers</li> <li>• Award L4 for complete understanding and comprehensive use of relevant theorists.</li> <li>• Award at the top of L4 for sophisticated understanding and extensive illustration through use of theorists.</li> </ul>	<p><b>AO1 [10]:</b></p> <p>Level 4 9–10 marks</p> <p>Level 3 6–8 marks</p> <p>Level 2 3–5 marks</p> <p>Level 1 0–2 marks</p>

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			<p><b>AO2:</b> Answers should discuss whether the danger of a tyranny of the majority is the most important argument against democracy.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• how a tyranny of the majority potentially represses permanent minorities (note constitutional safeguards within liberal democracies to safeguard against this)</li> <li>• The fear of the rule of the uneducated (lesser educated majority), descending into mob rule</li> <li>• Democratic instincts undermining high culture through populism</li> <li>• Lack of specialism in decision making (especially relevant in direct systems)</li> <li>• Failure of political forms of democracy addressing social and economic inequality.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• To access the higher mark bands answers should not only explain the relevant concepts, but must also discuss the relative importance of the criticisms of democracy.</li> <li>• Award at L1 for a basic description of democracy and its different types</li> <li>• Award towards the bottom of L2 for a description of the critique of tyranny of the majority.</li> <li>• Award towards the top of L2 where there is only discussion of the importance of tyranny of the majority as a criticism of democracy and/ or a superficial consideration of a range of criticisms of democracy.</li> <li>• Award at L3 where there is discussion of a range of criticisms of democracy – this should include tyranny of the majority. Award towards the bottom of the level where there is no attempt to differentiate between relative importance of the criticisms.</li> <li>• Award at L4 where there is discussion of a wide range of criticisms of democracy including tyranny of the majority. This discussion must include attempts to differentiate between the relative importance of the criticisms to access L4.</li> <li>• Award at the top of L4 where there is clear sophistication in the evaluation.</li> </ul>	<p><b>AO2 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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3			<p><b>AO1:</b> Answers should display knowledge and understanding of the meaning of the nation-state and external sovereignty.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the meaning of the nation state – form of autonomous political organisation with overlapping bonds of citizenship and nationality</li> <li>different ideological perspectives on the nation state (liberal and socialist – basis on civic loyalty and allegiance and conservatives – ethnic unity)</li> <li>the meaning of external sovereignty – the international recognition of a states right to independence and self-government</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>Hobbes</li> <li>Gellner</li> <li>Meinecke</li> <li>Anderson</li> </ul>	25	<p><b>Refer to the A2 GCE Assessment matrix on page 29</b></p> <p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>In order to access the top mark bands answers must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists.</li> <li>Maximum L2 should be awarded for limited understanding and/or only a few accurate references to relevant theorists.</li> <li>Award L3 for good understanding and the inclusion of a range of relevant political thinkers</li> <li>Award L4 for complete understanding and comprehensive use of relevant theorists.</li> <li>Award at the top of L4 for sophisticated understanding and extensive illustration through use of theorists.</li> </ul>	<p><b>AO1 [10]:</b></p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p>

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			<p><b>AO2:</b> Answers should discuss the view that external sovereignty is the most important factor in the continued existence of a nation state.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the importance of the international community recognising and upholding a nation state's territorial integrity</li> <li>the importance of a recognised political administration possessing the legitimate approval of its citizenry and having the capacity to govern (internal sovereignty)</li> <li>the exercising of a monopoly of military, legislative and judicial power</li> <li>the territorial integrity of a nation state</li> <li>cultural bonds that unite the nation-state</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>To access the higher mark bands answers must go beyond description of the basis for the nation-state and the meaning of external sovereignty.</li> <li>Award at L1 for a basic description of the nation-state.</li> <li>Award towards the bottom of L2 for description only of the nation-state and external sovereignty. Award towards the top of L2 where there is discussion of the importance of external sovereignty to the existence of the nation-state. Also award at this level coverage of other factors relevant to the nation-state without reference to external sovereignty.</li> <li>Award at L3 where there is a discussion of the importance of external sovereignty in context with a range of other factors. Award towards the bottom of the level where the discussion of other factors is superficial or limited in range.</li> <li>Award at L4 where there is discussion of the importance of external sovereignty to the continued existence of the nation-state in the context of a wide range of other factors. This discussion must consider relative importance to access L4.</li> <li>Award at the top of L4 where there is clear sophistication in the evaluation.</li> </ul>	<p><b>AO2 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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4			<p><b>AO1:</b> Answers should display knowledge and understanding of negative liberty.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>The meaning of negative liberty – freedom inherently held by each individual in which the state serves to protect rather than enhance the extent of individual liberty.</li> <li>Other alternative forms of freedom, particularly positive concepts of freedom.</li> <li>Understanding of the relationship between the state and the individual in terms of regulating and protecting freedom.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>Berlin</li> <li>Tawney</li> <li>Marx</li> <li>Locke</li> <li>Bentham</li> <li>Mill</li> </ul>	25	<p><b>Refer to the A2 GCE Assessment matrix on page 29</b></p> <p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>In order to access the top mark bands answers must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists.</li> <li>Maximum L2 should be awarded for limited understanding and/or only a few accurate references to relevant theorists.</li> <li>Award L3 for good understanding and the inclusion of a range of political thinkers</li> <li>Award L4 for complete understanding and comprehensive use of relevant theorists.</li> <li>Award at the top of L4 for sophisticated understanding and extensive illustration through use of theorists.</li> </ul>	<p><b>AO1 [10]:</b></p> <p>Level 4 9–10 marks</p> <p>Level 3 6–8 marks</p> <p>Level 2 3–5 marks</p> <p>Level 1 0–2 marks</p>
			<p><b>AO2:</b> Answers should assess the validity of the criticisms of negative liberty.</p> <p>They should refer to some of the following:</p>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>In order to access the higher mark bands answers must discuss the validity of the criticisms of negative liberty.</li> </ul>	<p><b>AO2 [10]:</b></p> <p>Level 4 9–10 marks</p> <p>Level 3 6–8 marks</p> <p>Level 2 3–5 marks</p> <p>Level 1 0–2 marks</p>

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			<ul style="list-style-type: none"> <li>the social democratic and modern liberal critique of negative liberty being a 'tadpole philosophy'</li> <li>Marxist critique of negative liberty as sanctifying economic disparity</li> <li>negative liberty as too optimistic in its assessment of human nature</li> <li>negative liberty as failing to ensure self-mastery through political control over one's own destiny</li> <li>the ambiguities surrounding the distinction between private and public spheres of activity</li> </ul> <p>Note these criticisms should not only be described but challenged.</p> <ul style="list-style-type: none"> <li>Contrast with positive liberty</li> </ul>		<ul style="list-style-type: none"> <li>Award at L1 for a basic description of liberty</li> <li>Award at the bottom of L2 where there is description only of negative liberty. Also award at L2 where there is a limited range of criticisms assessed and/or the discussion is very superficial.</li> <li>Award at the bottom of L3 if there are a range of criticisms assessed but no attempt to consider their validity.</li> <li>Award towards the top of L3 where there are a range of criticisms assessed and some attempt to consider their validity.</li> <li>Award at L4 where there are a wide range of criticisms assessed with each having their validity evaluated. Do not award at this level if the focus of the essay is a simple for and against assessment of negative liberty.</li> <li>Award at the top of L4 where there is clear sophistication in the analysis.</li> </ul>	

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5			<p><b>AO1:</b> Answers should display knowledge and understanding of civil disobedience.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• understanding of the concept of obligation – requirement or duty, note distinction between being obliged (link to coercion) and having an obligation (duty)</li> <li>• the meaning of civil disobedience – the deliberate breaking of minor, often civil laws, in order to protest against perceived greater injustices</li> <li>• the concept of the rule of law obliging all citizens of a state to obey the law without exception and that these laws apply to all citizens.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Dicey</li> <li>• Hart</li> <li>• Locke</li> <li>• Thoreau</li> <li>• Gandhi</li> <li>• King</li> </ul>	25	<p><b>Refer to the A2 GCE Assessment matrix on page 29</b></p> <p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• In order to access the top mark bands answers must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists.</li> <li>• Maximum L2 should be awarded for limited understanding and/or only a few accurate references to relevant theorists.</li> <li>• Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers.</li> <li>• Award L4 for complete understanding and comprehensive use of relevant theorists.</li> <li>• Award at the top of L4 for sophisticated understanding and extensive illustration through use of theorists.</li> </ul>	<p><b>AO1 [10]:</b></p> <p>Level 4 9–10 marks</p> <p>Level 3 6–8 marks</p> <p>Level 2 3–5 marks</p> <p>Level 1 0–2 marks</p>

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			<p><b>AO2:</b> Answers should assess the legitimacy of civil disobedience in a democracy.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Justifications for civil disobedience including adherence to a higher concept of moral justice, the breaking of perceived unjust or wicked laws, the lack of alternative sources of protest and the deliberate protesting against the conduct of the state.</li> <li>• Criticisms of civil disobedience including the undermining of the rule of law, the necessity of political and civil obligation, and the undermining of the capacity of the state to govern</li> <li>• The focus should be based around the idea of legitimacy within a democracy, thus alternative sources of protest and political action through the ballot box, judicial system and pluralist forms protest. This may be countered by problems relating to permanent minorities and the weakness of electoral mandates.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands answers should go beyond description of civil disobedience.</li> <li>• Award at L1 for a basic description of law breaking.</li> <li>• Award at the bottom of L2 for description of civil disobedience. Award towards the top of the level where there is a limited or superficial assessment of the legitimacy of civil disobedience.</li> <li>• Award at the bottom of L3 were there is a one-sided assessment of the legitimacy of civil disobedience.</li> <li>• Award towards the top of L3 where there is an attempt at a balanced assessment of the legitimacy of civil disobedience utilising a range of arguments.</li> <li>• Award at L4 where there is a balanced assessment of a wide range of arguments concerning the legitimacy of civil disobedience. Answers should focus on civil disobedience in democracy to access this level.</li> <li>• Award at the top of L4 where there is clear sophistication in the analysis.</li> </ul>	<p><b>AO2 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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					<p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most answers to reach L3.</li> <li>• A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>• At L2 and below, answers will include frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised. Also award at this level answers that are underdeveloped.</li> </ul>	<p><b>AO3 [5]:</b></p> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 marks</td> </tr> <tr> <td>Level 2</td> <td>2–3 marks</td> </tr> <tr> <td>Level 1</td> <td>0–1 mark</td> </tr> </table>	Level 4	5 marks	Level 3	4 marks	Level 2	2–3 marks	Level 1	0–1 mark
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6			<p><b>AO1:</b> Answers should display knowledge and understanding of socialism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the meaning of socialism – a left wing ideology that seeks to promote social and economic equality by removing economic injustice through the reform/abolition of capitalism.</li> <li>the different principles of socialism – including collectivism, egalitarianism, class analysis and social justice</li> <li>different strands of socialism, ranging from utopian, social democracy, democratic socialism and its revolutionary forms</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>Marx</li> <li>Owen</li> <li>Tawney</li> <li>Bernstein</li> <li>Giddens</li> </ul>	25	<p><b>Refer to the A2 GCE Assessment matrix on page 29</b></p> <p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>In order to access the top mark bands answers must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists.</li> <li>Maximum L2 should be awarded for limited understanding and/or only a few accurate references to relevant theorists.</li> <li>Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers.</li> <li>Award L4 for complete understanding and comprehensive use of relevant theorists.</li> <li>Award at the top of L4 for sophisticated understanding and extensive illustration through use of theorists.</li> </ul>	<p><b>AO1 [10]:</b></p> <p>Level 4 9–10 marks</p> <p>Level 3 6–8 marks</p> <p>Level 2 3–5 marks</p> <p>Level 1 0–2 marks</p>

Question			Answer	Marks	Guidance									
					Content	Levels of response								
			<p><b>AO2:</b> Answers should discuss the importance of anti-capitalism to socialism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>The anti-capitalist nature of socialism in seeing the system being inherently based upon exploitation and economic inequality. The extent of anti-capitalism should be highlighted in the varying strands of socialism, with revolutionary forms most opposed whereas social democracy seeking reform rather than abolish the economic system.</li> <li>The importance of other principles including class, social justice, egalitarianism and collectivism – differentiation over the importance of these principles can be made through application to the different strands of socialism.</li> <li>The unifying basis of socialism around its positive concept of human nature and its emphasis upon the value of collective above the individual.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>In order to access the higher mark bands, answers should go beyond description of socialism.</li> <li>Award at L1 for a basic description of socialism.</li> <li>Award at the bottom of L2 for a description of the criticisms made by socialists of capitalism. Award towards the top of the level where there is a discussion of the importance of reaction of anti-capitalism to socialism and/or a superficial consideration of other key principles.</li> <li>Award at the bottom of L3 where there clear discussion of the importance of anti-capitalism to socialism, including its relative importance to its different strands.</li> <li>Award towards the top of L3 where there is discussion of the relative importance of anti-capitalism in the context of a range of other key principles of socialism.</li> <li>Award at L4 where there is discussion of the importance of anti-capitalism in the context of a wide range of other key principles of socialism. There must be attempts made to differentiate between relative importance of the key principles to access this level.</li> <li>Award at the top of L4 where there is clear sophistication in the analysis.</li> </ul>	<p><b>AO2 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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7		<p><b>AO1:</b> Answers should display knowledge and understanding of conservatism and nationalism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Understanding of conservatism as an ideology seeking to preserve traditional values and institutions and social structures thus opposing radical reform.</li> <li>• Different strands of conservatism including reactionary, One Nation, libertarian and the New Right.</li> <li>• The meaning of nationalism as an ideology that highlights the importance of the nation (cultural and/or political) as the central focus of political rule.</li> <li>• Different strands of nationalism including, right-wing, conservative, liberal and socialist.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Hobbes</li> <li>• Burke</li> <li>• Disraeli</li> <li>• Von Herder</li> <li>• Mazzini</li> <li>• De Gaulle</li> </ul>	25	<p><b>Refer to the A2 GCE Assessment matrix on page 29</b></p> <p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• In order to access the top mark bands answers must display accurate knowledge and understanding of classical and new liberalism and illustrate their explanation with reference to political thinkers.</li> <li>• Maximum L2 should be awarded for limited understanding and/or only a few accurate references to relevant thinkers.</li> <li>• Award at L3 where there is good understanding and illustration through the use of a range of relevant political thinkers.</li> <li>• Award L4 for complete understanding and comprehensive use of relevant theorists.</li> <li>• Award at the top of L4 for sophisticated understanding and extensive illustration through use of theorists.</li> </ul>	<p><b>AO1 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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			<p><b>AO2:</b> Answers should discuss whether conservatism and nationalism are fundamentally the same.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Similarities between the two ideologies – the shared belief in patriotism and the sanctity of the nation-state; the shared belief in organicism; the shared belief in belonging.</li> <li>• Differences – the rejection of radical reform by conservatives but often promoted by nationalists; variations between the two ideologies' views on human nature.</li> <li>• Distinctions between different strands of nationalism and conservatism thus conservative nationalism and conservatism are much more closely aligned than conservatism to socialist or post-colonial nationalism.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands answers should not only explain conservatism and nationalism, but must also highlight points of similarity and difference.</li> <li>• Award at L1 for basic description of the two ideologies.</li> <li>• Award at the bottom of L2 for some implicit attempt to compare the ideologies. Award towards the top of L2 for a limited and/or superficial comparison of the two ideologies.</li> <li>• Award at the bottom of L3 for a one-sided comparison of conservatism and nationalism.</li> <li>• Award towards the top of L3 where there are a range of points of comparison made, albeit this may be imbalanced.</li> <li>• Award at L4 where there is a wide range of balanced comparisons made with a clear focus on the concept of them being fundamentally the same. Note answers in L4 should recognise the two ideologies as being diverse rather than homogenous.</li> <li>• Award at the top of L4 where this is clear sophistication in the evaluation.</li> </ul>	<p><b>AO2 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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Question			Answer	Marks	Guidance	
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8			<p><b>AO1:</b> Answers should display knowledge and understanding of religious fundamentalism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the meaning of religious fundamentalism – the rejection of modernist secular political systems, instead promoting a central religious text as the undisputed arbiter of a society’s legal and ethical code</li> <li>key principles of religious fundamentalism – the unification of religion and politics, anti-modernism, rejection of moral relativism and promotion of militancy.</li> <li>The meaning of ideology – a coherent doctrine that seeks to establish political truth (note debate over the meaning of an ideology)</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>Huntingdon</li> <li>Garvey</li> <li>Parekh</li> <li>Marty</li> </ul>	25	<p><b>Refer to the A2 GCE Assessment matrix on page 29</b></p> <p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>In order to access the top mark bands answers must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists.</li> <li>Maximum L2 should be awarded for limited understanding and/or only a few accurate references to relevant theorists.</li> <li>Award at L3 for good understanding and illustration through the use of a range of political thinkers.</li> <li>Award L4 for complete understanding and comprehensive use of relevant theorists.</li> <li>Award at the top of L4 for sophisticated understanding and extensive illustration through use of theorists.</li> </ul>	<p><b>AO1 [10]:</b></p> <p>Level 4      9–10 marks</p> <p>Level 3      6–8 marks</p> <p>Level 2      3–5 marks</p> <p>Level 1      0–2 marks</p>

Question			Answer	Marks	Guidance									
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			<p><b>AO2:</b> Answers should assess how far religious fundamentalism is ideological.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Does religious fundamentalism have a shared set of ideological principles?</li> <li>• Are the principles behind religious fundamentalism a rejection of political doctrines (liberalism, modernity, secularism) rather than a positive set of doctrinal beliefs?</li> <li>• Is religious fundamentalism a counter-ideology?</li> <li>• Is there a 'family of religious fundamentalists' based around common stances (moral absolutism, central religious text and social conservatism)? Or is religious fundamentalism a convenient tag to group together disparate religious/political movements?</li> <li>• Recognition of the ambiguity surrounding the concept of political ideology thus making it difficult to define absolutely whether religious fundamentalism can be seen as ideological.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands, answers should avoid just describing religious fundamentalism and also have a clear understanding of the meaning of ideology.</li> <li>• Award at L1 for basic description only.</li> <li>• Award at the bottom of L2 for a description of religious fundamentalism with some implicit link to ideology. Award towards the top of the level where there is a limited and/or superficial attempt to assess the ideological basis of religious fundamentalism this may be through an explanation of the principles behind religious fundamentalism.</li> <li>• Award at the bottom of L3 for a one-sided assessment of whether religious fundamentalism is ideological.</li> <li>• Award towards the top of L3 for a more balanced assessment of a range of factors whether religious fundamentalism is ideological.</li> <li>• Award at L4 for answers that cover a wide range of factors in a balanced manner in their assessment of whether religious fundamentalism is ideological.</li> <li>• Award at the top of L4 where there is clear sophistication in the</li> </ul>	<p><b>AO2 [10]:</b></p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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## APPENDIX 1

## 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.

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