

**Government and Politics**

Advanced GCE

Unit **F854**: Political Ideas and Concepts

**Mark Scheme for January 2013**

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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.

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## Mark Scheme

January 2013

Question		Answer	Marks	Guidance																	
				Content	Levels of response																
1	(a)	<p><b>AO1:</b> Candidates should display knowledge and understanding of the meaning of rights.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the idea of rights as expectation of entitlements</li> <li>the different types of rights ranging from natural, human, animal, legal, moral, positive and negative</li> <li>different ideological perspectives on rights</li> <li>the role of the state in either providing or protecting rights.</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>Locke</li> <li>Jefferson</li> <li>Bentham</li> <li>Marx.</li> </ul>	10	<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 rights 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 candidates to reach L3 and use 2 as a default mark.</li> <li>At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised.</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> Candidates consider the extent of difference between legal and moral rights.</p> <p>They should refer to some of the following:</p> <p>Differences could include:</p> <ul style="list-style-type: none"> <li>the role of the state in granting or protecting rights</li> <li>universal versus state based rights</li> <li>origins of both forms of rights</li> <li>international versus domestic forms of rights protection.</li> </ul> <p>Similarities could include:</p> <ul style="list-style-type: none"> <li>attempts to codify both forms of rights</li> <li>incorporation or moral forms into domestic legal structures</li> <li>emphasis on individuals possessing rights.</li> </ul>	15	<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 rights, but must also highlight points of similarities and differences – award at the bottom of L2 for only descriptions of the two types (or L1 if a general description of rights without reference to legal and moral types). Award also at L2 for superficial or a limited range of comparisons.</li> <li>Where there is only a one-sided comparison award at maximum bottom of L3.</li> <li>Award towards the top of the level where there is a clear imbalance in the comparison.</li> <li>Award at L4 where there is a direct attempt to look at extent of difference in an evaluative manner.</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 candidates to reach L3 and use 2 as a default mark.</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> Candidates should display knowledge and understanding of both democracy and dictatorship.</p> <p>Candidates 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>• different types of democracy – classical, developmental, protective (liberal) and proletarian and what each understands as the basis of democracy</li> <li>• the generic basis of dictatorship – rule by a individual/elite with no continuous accountability by the people</li> <li>• different types of dictatorship – hereditary/monarchical, military, authoritarian and totalitarian and central features of each.</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>• Rousseau</li> <li>• Talmon</li> <li>• Marx</li> <li>• de Tocqueville</li> <li>• C Wright Mills.</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Maximum L2 should be awarded for limited understanding and/or very limited accurate reference to relevant theorists.</li> <li>• Award L4 for sophisticated understanding and comprehensive use of relevant theorists.</li> <li>• Award at the top of L4 for completeness of 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> Candidates should consider the extent of difference between democracy and dictatorship.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• how government is created (consent versus coercion)</li> <li>• how authority is maintained (legal-rational versus traditional and charismatic)</li> <li>• the basis of power (decision making versus coercion)</li> <li>• modern elitist and Marxists see democracies as effectively bourgeois dictatorships based upon thought control and ideological hegemony</li> <li>• note effective similarities based upon the necessity of dictatorships to achieve consent in the long term (public plebiscites, populist policies).</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 concepts, but must also highlight points of comparison and difference – award at the maximum bottom L2 for only descriptions of the two concepts. Also award at L2 for superficial or a limited range of comparisons</li> <li>• Award at maximum the bottom of L3 where the comparison is one-sided.</li> <li>• Award towards the top of L3 where there is a clear imbalance in the comparison or where balance is achieved over consideration of only some factors.</li> <li>• Award at L4 where there is a direct attempt to compare the two concepts in an evaluative manner over 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 candidates to reach L3 and use 4 as a default mark.</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, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised.</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> <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	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks	Level 4	5 marks	Level 3	4 marks	Level 2	2–3 marks	Level 1	0–1 mark
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3		<p><b>AO1:</b> Candidates should display knowledge and understanding of the meaning of the nation-state.</p> <p>Candidates 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 place of the nation-state in an increasingly interdependent and globalised world.</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>Mazzini</li> <li>Marx</li> <li>Lenin</li> <li>Hirst and Thompson</li> <li>Klein.</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Maximum L2 should be awarded for limited understanding and/or very limited accurate reference to relevant theorists.</li> <li>Award L4 for sophisticated understanding and comprehensive use of relevant theorists.</li> <li>Award at the top of L4 for completeness of 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> Candidates should discuss the view that the nation-state is in decline.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the rise of the nation-state and decline of empires between the 18<sup>th</sup> and 20<sup>th</sup> centuries</li> <li>continuing popularity for nation-states as political entities</li> <li>the growth of international organisations over riding national sovereignty (note issues of legitimacy)</li> <li>the growth of economic and cultural globalisation undermining national culture and economic independence, producing a 'crisis of the nation-state'</li> <li>modern technology producing threats that have international dimensions (eg nuclear technology and global warming).</li> <li>Other defences of the nation state could be based upon territorial integrity and continuing popularity.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>To access the higher mark bands candidates must go beyond description of the basis for the nation-state (award at maximum bottom L2 for description only).</li> <li>Candidates who produce a one-sided argument should be awarded at maximum bottom of L3.</li> <li>Where there is unevenness in the argument, but coverage of both sides, award towards the top of L3.</li> <li>Where there is a balanced discussion of a wide range of arguments, with clear evaluation, award at L4.</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 candidates to reach L3 and use 4 as a default mark.</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, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised.</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> <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	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks	Level 4	5 marks	Level 3	4 marks	Level 2	2–3 marks	Level 1	0–1 mark
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4		<p><b>AO1:</b> Candidates should display knowledge and understanding of the typologies of power.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the generic meaning of power linked to the concept of being able to do something or make others do what one wishes</li> <li>Lukes' three faces of power – decision making, agenda setting and thought control</li> <li>use of coercion and persuasion as forms of power.</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>Bachrach and Baratz</li> <li>Schattschneider</li> <li>Boulding</li> <li>Dahl</li> <li>Marcuse</li> <li>C Wright Mills.</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Maximum L2 should be awarded for limited understanding and/or very limited accurate reference to relevant theorists.</li> <li>Award L4 for sophisticated understanding and comprehensive use of relevant theorists.</li> <li>Award at the top of L4 for completeness of 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> Candidates should assess how far political power is based upon agenda setting.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• the importance of agenda setting – link to elitist views on filtering out radical ideas</li> <li>• the importance of decision making as a form of political power – link to liberal pluralist concepts</li> <li>• the importance of thought control – link to Marxist views on ideological dominance through bourgeois hegemony</li> <li>• the importance of coercion in securing compliance for the above methods</li> <li>• the relative importance of each form of power in different political systems – liberal democratic and dictatorial.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands candidates must consider a variety of forms of power and not just agenda setting.</li> <li>• Award at L2 where there is only description of the models of power (bottom L2 if agenda-setting only).</li> <li>• Award also at L2 where consideration of importance is superficial.</li> <li>• Award at the bottom of L3 if only explicit consideration of importance in one model of power.</li> <li>• Award towards the top of L3 where some explicit attempt to consider the importance of at least 2 models of power.</li> <li>• Award at L4 where there is effective analysis of the relative importance of the main models.</li> <li>• Award at the top of L4 where there is clear sophistication in the analysis.</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach L3 and use 4 as a default mark.</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, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised.</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> <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	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks	Level 4	5 marks	Level 3	4 marks	Level 2	2–3 marks	Level 1	0–1 mark
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5		<p><b>AO1:</b> Candidates should display knowledge and understanding of social contract and natural duty theories of obligation.</p> <p>Candidates 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>• understanding of contractual obligation – various forms but some concept of consent, tacit or otherwise and idea of agreement between citizenship and state</li> <li>• understanding of natural duty – links to idea having an obligation, basis of conservative ideas towards duty lacking rational grounds for obligation</li> <li>• candidates might also link natural duty to teleological theories (goal orientated form of obligation).</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>• Rousseau</li> <li>• Locke</li> <li>• Rawls</li> <li>• Plato</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Maximum L2 should be awarded for limited understanding and/or very limited accurate reference to relevant theorists.</li> <li>• Award L4 for sophisticated understanding and comprehensive use of relevant theorists.</li> </ul> <p>Award at the top of L4 for completeness of understanding and extensive illustration through use of theorists.</p>	<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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		<ul style="list-style-type: none"> <li>• Hegel</li> <li>• Burke</li> <li>• Scruton.</li> </ul> <p><b>AO2:</b> Candidates should consider the extent of similarity between natural duty and social contract theories.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• similarities in advocating duties of citizenship in comparison with anarchist rejection of obligation</li> <li>• the basis of obligation (being obliged versus having an obligation)</li> <li>• the variety of different forms of contractual obligation (conservative, liberal, developmental and socialist forms)</li> <li>• potential for withdrawal of consent (complete obligation under natural duty versus limited contractual forms).</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 concepts, but must also highlight points of comparison and difference – award at the maximum bottom L2 for only descriptions of the two concepts. Also award at L2 for superficial or a limited range of comparisons</li> <li>• Award at maximum the bottom of L3 where the comparison is one-sided.</li> <li>• Award towards the top of L3 where there is a clear imbalance in the comparison or where balance is achieved over consideration of only some factors.</li> <li>• Award at L4 where there is a direct attempt to compare the two concepts in an evaluative manner over 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 candidates to reach L3 and use 4 as a default mark.</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 [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> <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	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks	Level 4	5 marks	Level 3	4 marks	Level 2	2–3 marks	Level 1	0–1 mark
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Question			Answer	Marks	Guidance	
					Content	Levels of response
					<ul style="list-style-type: none"> <li>At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised.</li> </ul>	



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Question		Answer	Marks	Guidance									
				Content	Levels of response								
6		<p><b>AO1:</b> Candidates should display knowledge and understanding of the meaning of nationalism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the broad meaning of nationalism – a common bond between a group of people who feel emotional ties based upon circumstances of birth (eg ethnicity and territorial identity)</li> <li>the idea of cultural ties – language, arts, and religion</li> <li>volkism – German ideas elevating culture to a racial dimension</li> <li>other themes of nationalism – self-determination, independence and organicism.</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>Arvidsson</li> <li>Fichte</li> <li>Herder</li> <li>Hegel</li> <li>Nyerere</li> <li>Mazzini.</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Maximum L2 should be awarded for limited understanding and/or very limited accurate reference to relevant theorists.</li> <li>Award L4 for sophisticated understanding and comprehensive use of relevant theorists.</li> <li>Award at the top of L4 for completeness of 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> Candidates should assess the importance of culture to nationalism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the importance of cultural ties in cementing the bond between people and the state</li> <li>the importance of culture, language and the arts in distinguishing a minority population from a dominant imperial power</li> <li>the elevation of cultural ties to ideas of racial superiority (volksism)</li> <li>the importance of other features such as the desire for self-determination, independence, economic advancement and the existence of a universal will, requiring sacrifice from individuals within the organic whole.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>In order to access the higher mark bands, candidates should go beyond description of cultural forms of nationalism (award at L2 for description only of culture and or other factors). Also award maximum level 2 where consideration of importance is superficial.</li> <li>Award at the bottom of L3 where there is clear consideration of the importance of culture only.</li> <li>Award towards the top of L3 where there is clear consideration of the importance of culture and a limited range of other factors.</li> <li>Award at L4 where there is a focused attempt to assess the relative importance of culture and clear consideration of a wide range of other factors.</li> <li>Award at the top of L4 where there is clear sophistication in the analysis.</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>Expect most candidates to reach L3 and use 4 as a default mark.</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, candidates will make frequent and intrusive spelling and grammatical errors. The answer will lack focus and be disorganised.</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> <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	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks	Level 4	5 marks	Level 3	4 marks	Level 2	2–3 marks	Level 1	0–1 mark
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7		<p><b>AO1:</b> Candidates should display knowledge and understanding of classical and new liberalism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• understanding of the basis of classical liberalism – this might include the sanctity of the individual, the idea of the night watchman state, support for negative liberty and the existence of fundamental rights</li> <li>• understanding of the basis of new liberalism – this might include a greater emphasis upon positive liberty, acceptance of state intervention to enhance freedom for all and themes of welfare liberalism.</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>• Paine</li> <li>• Locke</li> <li>• Mill</li> <li>• Hobson</li> <li>• T H Green</li> <li>• Beveridge.</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• In order to access the top mark bands candidates 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 very limited accurate reference to relevant thinkers.</li> <li>• Award at L4 for sophisticated understanding and comprehensive use of relevant thinkers.</li> <li>• Award at the top of L4 for completeness of understanding and extensive illustration through use of relevant thinkers.</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> <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	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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8		<p><b>AO1:</b> Candidates should display knowledge and understanding of the meaning of environmentalism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>the meaning of environmentalism – a concern for the environment which lacks the ideology of ecologism, but brings together a diverse range of views designed to address environmental concerns</li> <li>the meaning of ecologism – the ideological perspective designed to change the nature of humanity's relationship with the world based upon the science of ecology</li> <li>green politics – the focus upon issues relating to the environment with varying degrees of extremism (dark and light green)</li> <li>core principles – opposition to anthropocentrism, natural quality of life and anti-industrialisation.</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>Schumacher</li> <li>Porritt</li> <li>Naess</li> <li>Lovelock</li> <li>Bookchin.</li> </ul>	25	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Maximum L2 should be awarded for limited understanding and/or very limited accurate reference to relevant theorists.</li> <li>Award L4 for sophisticated understanding and comprehensive use of relevant theorists.</li> <li>Award at the top of L4 for completeness of 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> Candidates should assess whether anti-industrialisation is the most important theme of environmentalism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• anti-industrialisation – potential harmful impact of economic expansion, therefore the need to scale back production and emphasise self-sufficiency and non-depletion of natural resources</li> <li>• opposition to anthropocentrism – belief in humanity as the centre of creation often seen in Judaeo-Christian strands of religion</li> <li>• natural quality of life – rejection of the capitalist consumption model of defining quality of life</li> <li>• strands within environmentalism – liberal, shallow and deep ecologism and anarcho-environmentalism.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands, candidates should avoid just describing environmentalism (award at maximum L2 for description only). Also award at maximum L2 where the attempt to assess relative importance is superficial.</li> <li>• Award at maximum bottom L3 for answers that consider the importance of anti-industrialisation to environmentalism. Award towards the top of the level where there is clear consideration of anti-industrialisation and a limited range of other relevant factors.</li> <li>• Award at L4 for answers that clearly assess the relative importance of anti-industrialism and a wide range of other factors.</li> <li>• Award at the top of L4 where there is clear sophistication in the analysis.</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach L3 and use 4 as a default mark.</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, candidates will make frequent and intrusive</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> <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	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks	Level 4	5 marks	Level 3	4 marks	Level 2	2–3 marks	Level 1	0–1 mark
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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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