

# Government and Politics

Advanced GCE

Unit **F856/01**: Political Ideas and Concepts in Practice

## **Mark Scheme for January 2013**

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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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F856/01

Mark Scheme

January 2013

## Annotations

Annotation	Meaning
	Acknowledged, credit-worthy. Page seen
	Good contemporary example/analysis
	Incorrect
	Use of specific example
	Vague
	Repetition
	Very good
	Theorist
	Analysis
	Focus
	Spelling
	Unclear (in combination with other annotations)
	Positive (in combination with other annotations)
	Negative (in combination with other annotations)

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, the table showing the breakdown of marks by levels and assessment objectives (see below), and the Assessment Matrix (see Appendix 1).

#### Table of Marks by Levels and Assessment Objectives

Level	AO1	AO2	AO3
4	16–20	19–24	6
3	11–15	13–18	4–5
2	6–10	7–12	2–3
1	0–5	0–6	0–1

#### 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
1	<p><b>AO1:</b> Candidates should display knowledge and understanding of the operation of UK democracy.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• the basis of UK democracy – broadly liberal democratic, more specifically referred to as the Westminster model in which the UK Parliament asserts sovereignty, an uncodified constitution, strong executive, representative politics, political pluralism and climate of liberal freedoms</li> <li>• the meaning of majority rule – a system of decision making where the majority viewpoint dominates minorities, usually seen through the operation of regular, free and fair elections. This is seen as a key principle in all forms of democracy, but limits imposed in modern forms such as in liberal democracy</li> <li>• other central features of democracy – constitutional checks and balances and protection of minority rights in liberal democracies and representative politics limiting scope of involvement by the citizens.</li> </ul> <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• the role played by majority decision making in the UK – elections (FPTP simple plurality system – note other systems used in second order elections), simple majority votes in the House of Commons (note new rules requiring 55% majority in votes of no confidence)</li> <li>• areas where stipulated majorities required – eg Northern Ireland Assembly, occasionally referendums (1979 Rooker Cunningham amendment to devolution referendums) and QMV in certain EU Council decisions</li> </ul>	50	<p><b>AO1 [20] –</b> <b>L4 = 16–20, L3 = 11–15, L2 6–10, L1 = 0–5:</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands candidates must include specific examples drawn from political theory and modern politics.</li> <li>• Award at L1 for basic understanding only (this would include very short answers).</li> <li>• Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and practice. Also award at this level where there are references made to modern politics but no reference is made to the ideas of political thinkers.</li> <li>• Award at L3 for a range of practical illustrative examples from modern politics and specific use of a range of relevant theorists. Also award at this level where there is a wide range of theorists used but mostly implicit use of examples drawn from modern politics.</li> <li>• Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• evidence of other central features of UK democracy – checks upon Commons power – eg independent judiciary and the Lords. Protection of minority rights as seen in the HRA and EU legislation.</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>• Rousseau</li> <li>• Madison</li> <li>• De Tocqueville</li> <li>• Montesquieu</li> <li>• A V Dicey</li> <li>• Mill.</li> </ul> <p><b>AO2:</b> Candidates should consider the extent to which UK democracy is more than just majority rule.</p> <p>They should consider relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• majoritarianism in practice through free, fair and regular elections – note candidates might wish to argue rather than majority rule, FPTP encourages rule of the largest minority. In the other hybrid and PR systems used in second order elections then this is less of an issue as usually coalitions are formed, or in the case of EU Parliamentary elections no ruling executive is elected. Note also political pluralism and especially pressure groups are seen as a check on electoral majoritarianism (Madisonian concept of multiplicity of interests)</li> <li>• dangers of majoritarianism – seen as threatening to minority rights – note Hailsham’s fear of ‘elective dictatorship’. Other democracies such as the US counter this through formal separation of powers and constitutional checks and balances – do these apply in the UK</li> </ul>		<p><b>AO2 [24] –</b> <b>L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</b></p> <ul style="list-style-type: none"> <li>• To access the higher mark bands candidates must go beyond description of majoritarianism and/ or UK democracy (award at the bottom of L2 for description only).</li> <li>• Award at L1 for a basic description of democracy.</li> <li>• Award towards mid L2 for analysis of majoritarianism only and at the top where one other factor is also analysed.</li> <li>• Award at L3 where there is analysis of a range of factors that contribute towards UK democracy, including majoritarianism (there may be some unevenness in analysing the range of factors). Award towards the bottom of the level if there are limited synoptic links made.</li> <li>• Award at L4 where there is clear evaluation of the relative importance of majoritarianism in context with a wide range other factors contributing to democracy.</li> </ul>

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	<p>(eg system of informal checks and balances allied to legislative changes such as CRA)? Note ultimately parliamentary sovereignty can ensure legislative changes to ensure will of the majority</p> <ul style="list-style-type: none"> <li>other central features of the Westminster model – do these extend beyond majoritarianism? Note limited input of citizenship through representative government, especially when applied to the trustee model and climate of liberal freedoms – are these threatened by a strong executive elected by majoritarian principles (eg anti-terror legislation) or are they adequately protected by concepts such as the rule of law and rights legislation?</li> </ul>		<ul style="list-style-type: none"> <li>Award at the top of L4 where there is clear sophistication in the evaluation.</li> <li>Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics.</li> </ul>
			<p><b>AO3 [6] –</b>  <b>L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</b></p> <ul style="list-style-type: none"> <li>Expect most candidates to reach L3 and use 4 as a default mark.</li> <li>Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout.</li> <li>For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.</li> </ul>

Question	Answer	Marks	Guidance
2	<p><b>AO1:</b> Candidates should display knowledge and understanding of systems of government in the UK and EU.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• the meaning of federalism – the existence of two tiers of government with shared sovereignty where the central government has specific powers separate from the regional tier of government. The powers held by regional government are constitutionally protected and cannot be removed by central government unless authorised by the regional tier</li> <li>• other systems of governance – unitary systems such as local government and devolution (power delegated to a lower level of government but ultimately sovereignty continues to reside at the centre). In relation to international governance – intergovernmentalism (interaction between states where sovereignty resides with the individual nation-states), supranationalism (authority resides above the nation-state) and subsidiarity (principle that decisions should be made at the lowest level to encourage democratic accountability)</li> <li>• the process of decision making in the UK and EU – in the UK due to parliamentary sovereignty devolution has been the basis of national and sub-national government relations. In the EU principles of intergovernmentalism has been accompanied and replaced by supranationalism in specific areas of policy making.</li> </ul> <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• the development of devolution in the UK – the increased status of the Scottish Parliament and status of the Scottish Government and more latterly the Welsh Assembly. Note the evolution of asymmetrical devolution</li> </ul>	50	<p><b>AO1 [20] –</b> <b>L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands candidates must include specific examples drawn from political theory and modern politics.</li> <li>• Award at L1 for basic understanding only (this would include very short answers).</li> <li>• Award at L2 for generalised understanding only, with limited specific reference to illustrative evidence. Also award at this level where there a range of examples drawn from modern politics but very limited use of political theorists.</li> <li>• Award at L3 for a range of practical illustrative examples from modern politics and specific use of relevant theorists. There may be a greater focus on the UK or the EU in this level.</li> <li>• Also award at L3 where there is a wide range of theorists used but mostly implicit use of examples drawn from modern politics.</li> <li>• Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used. Expect clear reference to the UK and EU at this level.</li> </ul>



Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• evidence of powers exercised by regional tiers of government in the UK, 'entrenched' by referendums</li> <li>• the traditional basis of the EEC and the legislative sovereignty of Treaty of Rome powers. The development of the EU with distinction between aspects of intergovernmental decision making based on unanimity and supranationalism linked to QMV (brought in by the SEA). Note failure of the EU constitution, albeit key elements agreed through the Lisbon Treaty</li> <li>• evidence of aspects of federalism in the EU – treaty powers, budget control and separate currency, primacy of EU legislation over domestic legislation, creation of EU positions such as EU foreign minister and directly elected EU Parliament.</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>• Madison</li> <li>• Hamilton</li> <li>• Mill</li> <li>• Dicey.</li> </ul>		
	<p><b>AO2:</b> Candidates should discuss the view that the UK and EU are becomingly increasingly federal.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• the developments in devolution in the UK – asymmetrical devolution has developed into more autonomous systems in Scotland, Wales and Northern Ireland (legislative divergence over issues such as tuition fees and elderly care charges) akin to federal-style centre-periphery relations – note democratic entrenchment through referendums and potential for independence referendum in Scotland. In theory Westminster Parliament has the</li> </ul>		<p><b>AO2 [24] –</b> <b>L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</b></p> <ul style="list-style-type: none"> <li>• To access the higher mark bands candidates must go beyond a description of federalism (award at the bottom of L2 for description only).</li> <li>• Award at L1 for a basic description of decision making in the UK and EU.</li> <li>• Award at L2 for the discussion of a few relevant arguments.</li> <li>• Award towards the bottom of L3 for a one-sided argument with a range of factors discussed.</li> <li>• Award towards the top of L3 where there is a more balanced argument covering a range of factors. These should make appropriate</li> </ul>

Question	Answer	Marks	Guidance
	<p>ability to revoke devolutionary powers (eg abolition of GLC 1986) but is this practical today? Does the UK's uncodified constitution prevent the constitutional requirements for the development of federalism?</p> <ul style="list-style-type: none"> <li>• note recent government attempts to encourage localism and the granting of powers to local government – how permanent are these?</li> <li>• the distinction between interpretations of the meaning of EU federalism – UK approach perceptions of European super state, whereas continental perception of pooling sovereignty and greater divergence of decision making through principles of subsidiarity. Note UK attempts to slow down federal developments inside the EU with the potential for a two speed EU (eg issues of single currency)</li> <li>• the extent to which the EU applies the principles required for federalism – legislative and fiscal independence, codified definition of central and periphery powers, supreme style court arbitrating disputes, and peripheral input into central decision making usually through a secondary chamber.</li> </ul>		<p>synoptic links.</p> <ul style="list-style-type: none"> <li>• Award at L4 where there is a wide-ranging and balanced discussion of a range of factors with appropriate synoptic links. Note to access L4 the UK and EU must be discussed.</li> <li>• Award at the top of L4 where there is clear sophistication in the discussion.</li> <li>• Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics</li> </ul>
			<p><b>AO3 [6] –</b>  <b>L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach L3 and use 4 as a default mark.</li> <li>• Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout.</li> <li>• For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>• At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.</li> </ul>

Question	Answer	Marks	Guidance
3	<p><b>AO1:</b> Candidates should display knowledge and understanding of the exercise of power in the UK.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• the meaning of power – the ability to achieve a desired outcome, or the ability to influence the behaviour of others in a manner not of their choosing</li> <li>• typologies of power – decision making, agenda setting and thought control</li> <li>• ideological perspectives of power – elitist views of power being exercised by a ruling elite, adapted by Marxist conceptions to apply to an economic ruling elite (usually through coercion or thought control – ideological hegemony); pluralist views of the diversification of power through numerous groups in society with decisions made through a bargaining process involving interested parties (note neo-pluralism sees this bargaining process distorted by wealth and influence)</li> <li>• the concept of a ruling establishment in the UK – a closed social and economic elite that controls the decision making process in the UK.</li> </ul> <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• the process of decision making in government – policy communities and networks, helping to shape departmental policy making – including the influence of insider pressure groups (this may take the form of case study examples such as influence of BMA in healthcare policy)</li> </ul>	50	<p><b>AO1 [20] –</b> <b>L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands candidates must include specific examples drawn from political theory and modern politics.</li> <li>• Award at L1 for basic understanding only (this would include very short answers).</li> <li>• Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and practice. Also award at this level where there are references made to modern politics but no reference is made to the ideas of political thinkers.</li> <li>• Award at L3 for a range of practical illustrative examples from modern politics and specific use of a range of relevant theorists. Also award at this level where there is a wide range of theorists used but mostly implicit use of examples drawn from modern politics.</li> <li>• Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• issues of executive dominance in the UK – the power of the elected government to control the agenda and votes in Parliament thus ensuring strong centralised decision making (this may also be linked to examples of prime ministerial power with reference to events such as intervention in Iraq in 2003)</li> <li>• the narrow social status of key decision makers in the UK – statistical evidence of the disproportionate number of Oxbridge and independent school educated politicians, judges, senior civil servants and military officers. Note statistical evidence on the increasing dominance of narrow social background of parliamentarians and government ministers</li> <li>• evidence of political power operated by the media and business – examples of concentrated press ownership (Murdoch is the most likely), allied to agenda setting role of organisations such as the CBI and British Bankers Association (eg response to the banking crisis in 2007–8)</li> <li>• the operation of a unitary state as opposed to a federal-style system, although devolution has diversified where decision making is now made.</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>• Olsen</li> <li>• Bachrach and Baratz</li> <li>• Schattschneider</li> <li>• Gramsci.</li> </ul>		

Question	Answer	Marks	Guidance
	<p><b>AO2:</b> Candidates should consider the extent to which political power is too concentrated in the UK.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• how power operates through decision making (pluralist and neo-pluralist debate), agenda setting (elite theory) and thought control (Marxist and postmodernist theory)</li> <li>• the debate over the existence of a UK Establishment (elite theory views on the necessity and desirability of an establishment) and how far meritocracy has undermined the operation of an elite</li> <li>• the idea of a competitive elite chosen by the people to rule and the operation of this within a parliamentary system (how far parliament and the executive are accountable and the latter too powerful)</li> <li>• the debate over the influence of the media (dominant ideology versus reinforcement theory) and business and financial interests in influencing the direction of government policy)</li> <li>• counter-pluralist arguments that polyarchy sees power diversified and executed by different groups and individuals dependent upon the issue under consideration</li> <li>• The centralisation of power within parliamentary institutions.</li> </ul>		<p><b>AO2 [24] –</b> <b>L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</b></p> <ul style="list-style-type: none"> <li>• To access the higher mark bands candidates must go beyond description of political power in the UK (award at the bottom of L2 for description only).</li> <li>• Award at L1 for a basic description of how decisions are made in the UK.</li> <li>• Award also at L2 where a few arguments discussed.</li> <li>• Award at the bottom of L3 for a one-sided answer.</li> <li>• Award towards the top of L3 where there is an attempt at a balanced analysis of a range of arguments relating to political power in the UK with appropriate synoptic links made.</li> <li>• Award at L4 where there is clear and balanced evaluation of a wide range of arguments over the extent of centralisation of power in the UK and appropriate synoptic links made. Expect balance in the argument to access L4.</li> <li>• Award at the top of L4 where there is clear sophistication in the evaluation.</li> <li>• Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics</li> </ul> <p><b>AO3 [6] –</b> <b>L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach L3 and use 4 as a default mark.</li> <li>• Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout.</li> </ul>

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"><li>• For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li><li>• At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.</li></ul>

Question	Answer	Marks	Guidance
4	<p><b>AO1:</b> Candidates should display knowledge and understanding of rights protection.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• the meaning of rights – entitlement to act or be treated in a particular way</li> <li>• different forms of rights – legal and moral, natural and human, civil and social</li> <li>• methods of rights protection – traditional rights protection through the courts, parliament and public opinion. Also enhanced by more recent legislation and international commitments</li> <li>• ideological perspectives of rights – Marxist critique of individual legal and political rights, advocating collective rights, classical liberal attitude to promotion of individual rights, modern liberal and social democratic enhancement of welfare rights and conservative emphasis on social responsibility.</li> </ul> <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• evidence of the operation of rights protection – legal protection through traditional common law decisions over issues such as right to privacy and speech and more recent judicial activism through implementing HRA and European legislation through the Supreme Court. Parliamentary protection – proactive through legislation (eg DDA 2004) and reactive through Ombudsman schemes (eg PCA and Equitable Life case) and MP intervention. Public opinion through media and pressure group intervention (eg Guardian and Hacked Off campaign over phone hacking)</li> <li>• evidence of the importance of different forms of rights – promotion of a variety of civil and social rights including</li> </ul>	50	<p><b>AO1 [20] –</b> <b>L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands candidates must include specific examples drawn from political theory and modern politics.</li> <li>• Award at L1 for basic understanding only (this would include very short answers).</li> <li>• Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and practice. Also award at this level where there are references made to modern politics but no reference is made to the ideas of political thinkers.</li> <li>• Award at L3 for a range of practical illustrative examples from modern politics and specific use of a range of relevant theorists. Also award at this level where there is a wide range of theorists used but mostly implicit use of examples drawn from modern politics.</li> <li>• Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.</li> </ul>

Question	Answer	Marks	Guidance
	<p>recent cases such as electoral rights for prisoners. Also attempts to codify human rights through the HRA and EU legislation (eg extending paternity and maternity rights)</p> <ul style="list-style-type: none"> <li>• potential encroachments of rights through anti-terrorism legislation and issues such as religious and racial intolerance and limitations on the right to protest (note relaxation of some of these under the Coalition 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>• Locke</li> <li>• Mill</li> <li>• Bentham</li> <li>• Dicey</li> <li>• Grey.</li> </ul>		
	<p><b>AO2:</b> Candidates should evaluate how well rights are protected.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• arguments that traditional residual rights protection was inadequate due to the potential for strong government encroaching upon individual rights</li> <li>• argument over deliberate attack upon rights by governments 1980s onwards</li> <li>• comparison with constitutionally protected Bills of Rights (eg US and Germany) providing stronger rights protection</li> <li>• debate over the potential for a UK Bill of Rights developing on from HRA and EU rights legislation</li> <li>• the effectiveness of informal rights protection through the media and pressure groups</li> <li>• the rise of judicial activism providing greater protection of rights and limiting government action (eg case studies of</li> </ul>		<p><b>AO2 [24] –</b> <b>L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</b></p> <ul style="list-style-type: none"> <li>• To access the higher mark bands candidates must go beyond description of rights theories.</li> <li>• Award at L1 for a basic description of rights.</li> <li>• Award at the bottom of L2 for description of rights in the UK.</li> <li>• Award also at L2 where only a issues relating to rights protection are evaluated.</li> <li>• Award at the bottom of L3 for a one-sided essay on the protection of rights in the UK.</li> <li>• Award towards the top of L3 where there is a more balanced argument on rights protection in the UK covering a range of issues and appropriate synoptic links made.</li> <li>• Award at L4 where there is a clear, wide-ranging and balanced evaluation of the effectiveness of rights protection in the UK and appropriate</li> </ul>



Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>the Supreme Court decisions)</li> <li>left-wing criticism of the focus on political rather than social and economic rights.</li> </ul>		<p>synoptic links made.</p> <ul style="list-style-type: none"> <li>Award at the top of L4 where there is clear sophistication in the evaluation.</li> <li>Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics</li> </ul>
					<p><b>AO3 [6] –</b>  <b>L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</b></p> <ul style="list-style-type: none"> <li>Expect most candidates to reach L3 and use 4 as a default mark.</li> <li>Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout.</li> <li>For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.</li> </ul>

Question	Answer	Marks	Guidance
5	<p><b>AO1:</b> Candidates should display knowledge and understanding of ideological views on human nature.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• the meaning of human nature – the idea that humans can be regarded as possessing similar innate characteristics based upon their humanity devoid of societal influences</li> <li>• socialist attitudes towards human nature – mankind is essentially cooperative but also malleable reflecting the social norms of the society in which they exist, thus in a competitive capitalist society they are competitive</li> <li>• liberal attitudes towards human nature – mankind are essentially utility maximisers capable of rational thought and actions. Essentially positive in outlook although the state needs to arbitrate disputes to ensure individual liberty is not encroached upon by others</li> <li>• conservative attitudes towards human nature – mankind suffers from human imperfection thus needs discipline in order to guard against individual excesses in their appetites</li> <li>• different models of punishment – rehabilitive, deterrence and retributive.</li> </ul> <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• Labour Party approach to law and order often associated with rehabilitation-style policies addressing the causes of crime – led to range of community sentence style policies as opposed to longer prison sentences. (Note death penalty abolished via a free vote under former Labour Home Secretary Roy Jenkins). Note Blair however triangulating law and order – tough on crime and tough on causes of crime – also extensive response to 9/11 and 7/7 terrorism and interest in zero tolerance policies (ASBOS</li> </ul>	50	<p><b>AO1 [20] –</b> <b>L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands candidates must include specific examples drawn from political theory and modern politics.</li> <li>• Award at L1 for basic understanding only (this would include very short answers).</li> <li>• Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and practice. Also award at this level where there are references made to modern politics but no reference is made to the ideas of political thinkers.</li> <li>• Award at L3 for a range of practical illustrative examples from modern politics and specific use of a range of relevant theorists. Also award at this level where there is a wide range of theorists used but mostly implicit use of examples drawn from modern politics.</li> <li>• Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.</li> </ul>

Question	Answer	Marks	Guidance
	<p>etc). This allied to attempts to address poverty concerns</p> <ul style="list-style-type: none"> <li>• Conservative Party approach traditionally based on a deterrence approach with emphasis on a strong law and order state with prison as a deterrent (Howard – ‘prison works’). Also free vote in Commons over restoring the death penalty held by Thatcher. Note resurrection of zero-tolerance agenda post-2011 August riots. Traditional Conservative Party approach of increasing police numbers. Note present coalition approach seen as more liberal under Ken Clarke with failed initiative to cut prison tariffs for people pleading guilty and intention to cut prison numbers</li> <li>• evidence of populism affecting law and order policies – influence of public opinion with parties not wanting to appear ‘soft on crime’. Note Blunkett and Straw both seen as hardline Labour Home/Justice secretaries leading to increased prison populations</li> <li>• evidence of financial constraints affecting law and order policies – Clarke given task of cutting Justice Department budget, thus reducing prison places and encouraging judges to award non-custodial sentences. Similar issues resulting in significant cuts in police numbers under coalition despite manifesto pledges.</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>• Plato</li> <li>• Hobbes</li> <li>• Locke</li> <li>• Mill</li> <li>• Rousseau</li> <li>• Marx.</li> </ul>		

Question	Answer	Marks	Guidance
	<p><b>AO2:</b> Candidates should consider the extent to which ideological attitudes towards human nature affect party policies on law and order.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• the extent to which parties are governed by ideological attitudes towards human nature – note the impact of individual Home and Justice ministers in setting the law and order agenda</li> <li>• Did a liberal ideological consensus dominate the post war law and order agenda or has the Thatcherite New Right social authoritarian agenda produced a more conservative approach?</li> <li>• How far do parties tend to reflect public opinion rather than offer ideological leadership? – party manifestos traditionally seen each party appear tough on crime</li> <li>• impact of other relevant factors such as financial constraints, political expediency and circumstances.</li> </ul>		<p><b>AO2 [24] –</b> <b>L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</b></p> <ul style="list-style-type: none"> <li>• To access the higher mark bands candidates must go beyond description of human nature.</li> <li>• Award at L1 for a basic description of law and order policies.</li> <li>• Award at the bottom of L2 for a description of human nature.</li> <li>• Award also at L2 where a few relevant links are made between law and order policies and human nature.</li> <li>• Award at the bottom of L3 for analysis of only one theory of human nature covered, but a range of links to law and order policies are made.</li> <li>• Award at L3 where there is analysis of a range of theories on human nature and their impact on party policies in a synoptic manner.</li> <li>• Award L4 where there are a wide range of links to human nature and party policies made in a synoptic manner. This may include consideration of other factors such as pragmatism and populism.</li> <li>• Award at the top of L4 where there is clear sophistication in the evaluation.</li> <li>• Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics.</li> </ul>

Question	Answer	Marks	Guidance
			<p><b>AO3 [6] –</b>  <b>L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach L3 and use 4 as a default mark.</li> <li>• Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout.</li> <li>• For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>• At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.</li> </ul>

Question	Answer	Marks	Guidance
6	<p><b>AO1:</b> Candidates should display knowledge and understanding of the ideological influences on the UK Conservative Party.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• the meaning of ideology – an account or critique of the existing social order that offers a world view and proposes a process by which an improved society can be achieved</li> <li>• the meaning of liberalism – an ideology that seeks to promote individual liberty and the protection of rights through constitutional means. Traditionally it has supported a small state, thus maximising individuality.</li> <li>• an understanding of the core principles of liberalism – liberty, tolerance, equal rights, equality of opportunity, pluralism and limited government and constitutionalism</li> <li>• the meaning of conservatism – a political attitude that promotes opposition to radical change, reflecting centuries of past wisdom and promoting a pragmatic attitude towards current problems. It is debatable whether it is actually an ideology but it does share core values and promotes a particular mindset</li> <li>• an understanding of traditional conservative values – tradition, sanctity of property, pragmatism, human imperfection, a hierarchical and organic society, and a belief in authority.</li> </ul> <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• evidence of conservative values in the modern Conservative Party – strong support for the nation-state thus opposition to involvement in closer EU integration; respect for traditional institutions and practices such as opposition to electoral reform; preservation of traditional institutions such as the monarchy and the Lords; advocacy of traditional moral values through Cameron’s intervention</li> </ul>	50	<p><b>AO1 [20] – L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands candidates must include specific examples drawn from political theory and modern politics.</li> <li>• Award at L1 for basic understanding only (this would include very short answers).</li> <li>• Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and practice. Also award at this level where there are references made to modern politics but no reference is made to the ideas of political thinkers.</li> <li>• Award at L3 for a range of practical illustrative examples from modern politics and specific use of a range of relevant theorists. Also award at this level where there is a wide range of theorists used but mostly implicit use of examples drawn from modern politics.</li> <li>• Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.</li> </ul>

Question	Answer	Marks	Guidance
	<p>in the debate over public decency and the media; responsibility agenda through the Big Society initiative. Candidates may also highlight the socially conservative legacy of the Thatcherite era on the Conservative Party with emphasis on strong centralised law and order policies</p> <ul style="list-style-type: none"> <li>• evidence of liberal values on the modern Conservative Party – Coalition acceptance of bonfire of illiberal laws; acceptance of some constitutional reform through Lords proposals and also potential for a UK bill of rights (note Cameron’s concerns over HRA however); liberal initiatives under Ken Clarke as Justice Secretary albeit facing much backbench opposition; classical liberal approaches</li> <li>• evidence of compromise due to the nature of the Coalition thus electoral reform referendum, opposed by a large majority of the Conservative Party; economic policy and departmental budget cuts partly pragmatic due to the need for deficit reduction</li> <li>• evidence of external influences on the Conservative Party – continuation and extension of New Labour approach to the state sector institutions.</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>• Burke</li> <li>• Oakeshott</li> <li>• Gilmore</li> <li>• Mill</li> <li>• Smith</li> <li>• Green.</li> </ul>		

Question	Answer	Marks	Guidance
	<p><b>AO2:</b> Candidates should discuss whether the modern UK Conservative Party is more liberal than conservative.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• Cameron's own style of liberal conservatism – does this have any ideological basis? – or an attempt to position the party back at the centre of the political spectrum (note Blairite allusions)</li> <li>• How far are the liberal aspects of the Coalition agenda driven by the Liberal Democrat involvement in the Government?</li> <li>• What legacy does the New Right Thatcherite era continue to have on the modern Conservative Party (note debate as to how far the New Right itself was conservative particularly with its classical liberal economic approach)?</li> <li>• How far has the modern Conservative Party returned to pragmatic approaches to policy making? – itself a conservative trait.</li> </ul>		<p><b>AO2 [24] –</b> <b>L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</b></p> <ul style="list-style-type: none"> <li>• To access the higher mark bands candidates must go beyond descriptions of conservatism and/or liberalism (award towards the bottom of L2 for description only and at the bottom of the level where there is description of only one of the two ideologies).</li> <li>• Award at L1 for a basic description of the UK Conservative Party.</li> <li>• Award at the top of L2 where there are a few attempts to discuss whether the UK Conservative Party is more liberal than conservative.</li> <li>• Award at the bottom of L3 for a one-sided analysis of the importance of either conservatism or liberalism to the modern UK Conservative Party. Award also at the bottom of L3 for a general discussion of the values underpinning the modern UK Conservative Party.</li> <li>• Award towards the top of L3 where there is analysis of the importance of both liberalism and conservatism to the modern UK Conservative Party (there may be some imbalance in this discussion) with appropriate synoptic links.</li> <li>• Award at L4 where there is clear and balanced evaluation of the relative importance of both ideologies to the modern UK Conservative Parties covering a wide range of factors in a synoptic manner.</li> <li>• Award at the top of L4 where there is clear sophistication in the evaluation.</li> </ul>



Question			Answer	Marks	Guidance
					<ul style="list-style-type: none"> <li>Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics</li> </ul>
					<p><b>AO3 [6] –</b>  <b>L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</b></p> <ul style="list-style-type: none"> <li>Expect most candidates to reach L3 and use 4 as a default mark.</li> <li>Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout.</li> <li>For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.</li> </ul>

Question	Answer	Marks	Guidance
7	<p><b>AO1:</b> Candidates should display knowledge and understanding of the influence of social democracy on the modern UK Labour Party.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• the meaning of social democracy – a strand of socialist thought that accepts a mixed market economy but seeks to achieve social justice through reducing inequality and promoting greater social mobility ('humanise capitalism')</li> <li>• the meaning of democratic socialism – a class based ideology that sees the opportunity to establish a socialist based society through democratic means</li> <li>• other ideological influences on the modern Labour Party – the Third Way and liberal values.</li> </ul> <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• evidence of social democracy in the modern Labour Party – Labour support for the banking sector in the financial crisis 2007–8 added to the financial deregulation under Brown as Chancellor. Note state intervention in taking ownership of a number of financial institutions was seen as temporary. Attempts to achieve social justice with tax credits to try and alleviate poverty in the UK. Keynesian style approach to economic state investment (eg quantitative easing). Miliband's focus on the 'squeezed middle' to emphasise Labour's continued appeal to the middle classes</li> <li>• evidence of democratic socialism within the Labour Party – continued class analysis in 'Blue Labour' ideas. Influence of the Tribune and Reform groups amongst Labour Backbenchers. Support for public sector in conflict with the Coalition Government over pension reform (note Miliband's victory came principally from the Trade Union wing of the Labour Movement leading to initial</li> </ul>	50	<p><b>AO1 [20] –</b> <b>L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands candidates must include specific examples drawn from political theory and modern politics.</li> <li>• Award at L1 for basic understanding only (this would include very short answers).</li> <li>• Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and practice. Also award at this level where there are references made to modern politics but no reference is made to the ideas of political thinkers.</li> <li>• Award at L3 for a range of practical illustrative examples from modern politics and specific use of a range of relevant theorists. Also award at this level where there is a wide range of theorists used but mostly implicit use of examples drawn from modern politics.</li> <li>• Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.</li> </ul>

Question	Answer	Marks	Guidance
	<p>descriptions of 'Red Ed'). These could also include historical reference to the development of a socialist agenda through nationalisation and the welfare state</p> <ul style="list-style-type: none"> <li>• evidence of other ideological influences on the modern Labour Party – Liberal and New Right influences on Third Way ideas – Blair's triangulation of New Right and social democratic themes in areas such as law and order ('tough on crime, tough on the causes of crime') and public sector reform (Academy Schools and market style reforms in the NHS). Also liberal influences in constitutional reform agenda (devolution, HRA, CRA etc).</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>• Bernstein</li> <li>• Benn</li> <li>• Crosland</li> <li>• Giddens</li> <li>• Etzioni.</li> </ul> <p><b>AO2:</b> Candidates should discuss how far the UK Labour Party is social democratic.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• What social democratic influences can be seen in the modern Labour Party?</li> <li>• What elements in the Labour Party still retain democratic socialist influences?</li> <li>• How did the ideological influences on the party change under Blair and Brown?</li> <li>• What direction has Miliband taken the Labour Party in?</li> <li>• Does ideology still play a role in the modern Labour Party?</li> </ul>		<p><b>AO2 [24] –</b> <b>L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</b></p> <ul style="list-style-type: none"> <li>• To access the higher mark bands candidates must go beyond description of social democracy</li> <li>• Award at L1 for a basic description of the UK Labour Party.</li> <li>• Award at the bottom of L2 for a description of socialism and/or social democracy only.</li> <li>• Award at L2 where there are only a few attempts to link ideological factors to the modern UK Labour Party.</li> <li>• Award at the bottom of L3 for a one-sided analysis of a particular ideology on the UK Labour Party. Also award at the bottom of L3 for a discussion of the values underpinning the UK</li> </ul>

Question			Answer	Marks	Guidance
					<p>Labour Party.</p> <ul style="list-style-type: none"> <li>• Award towards the top of L3 where there is analysis of a range of ideological influences on the modern UK Labour Party with appropriate synoptic links.</li> <li>• Award at L4 where there is clear and balanced evaluation of the relative importance of social democracy in context with other ideological influences on the modern UK Labour Party (a wide range of factors should be included) in a synoptic manner. Expect at this level for this to go beyond aspects of socialist ideology.</li> <li>• Award at the top of L4 where there is clear sophistication in the evaluation.</li> <li>• Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics</li> </ul>
					<p><b>AO3 [6] –</b>  <b>L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach L3 and use 4 as a default mark.</li> <li>• Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout.</li> <li>• For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>• At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.</li> </ul>

Question	Answer	Marks	Guidance
8	<p><b>AO1:</b> Candidates should display knowledge and understanding of the influence of ideology on UK politics.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• the meaning of ideology – an account or critique of the existing social order that offers a world view and proposes a process by which an improved society can be achieved</li> <li>• understanding of traditional ideologies prevalent in the UK – conservatism, socialism and liberalism</li> <li>• understanding of newer ideologies relevant to the UK – feminism, religious fundamentalism and nationalism and environmentalism</li> <li>• understanding of postmodernist critique of the end of meta-narratives – post modern age has seen the end of truisms and world views interpreting events.</li> </ul> <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• evidence of declining class relevance to UK politics – class dealignment accompanied by partisan dealignment – note statistical evidence of decline in traditional working class and impact on normative socialisation</li> <li>• evidence of move to the centre ground by the mainstream political parties – populism in party manifestos as opposed to ideological values – issues of economic management and approaches to law and order are relevant here. Managerial style of politics as seen in economic stewardship</li> <li>• evidence of continued ideological importance – impact of Thatcherite New Right creating social market consensus followed by Blair’s Third Way. Coalition Government’s liberal overtones creating an ideological approach to reduction of the deficit and reform programme (constitutional and public services)</li> </ul>	50	<p><b>AO1 [20] –</b> <b>L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands candidates must include specific examples drawn from political theory and modern politics.</li> <li>• Award at L1 for basic understanding only (this would include very short answers).</li> <li>• Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and practice. Also award at this level where there are references made to modern politics but no reference is made to the ideas of political thinkers.</li> <li>• Award at L3 for a range of practical illustrative examples from modern politics and specific use of a range of relevant theorists Also award at this level where there is a wide range of theorists used but mostly implicit use of examples drawn from modern politics.</li> <li>• Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• evidence of newly emerging alternative ideologies – impact of environmental agenda through emergence of the Green Party in electoral politics and also impact upon mainstream party policies. Anti-capitalist agenda taken by pressure groups such as UK Uncut and left wing parties such as Respect.</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>• Burnham</li> <li>• Bell</li> <li>• Fukuyama</li> <li>• Lyotard</li> <li>• Foucault.</li> </ul>		
	<p><b>AO2:</b> Candidates should discuss whether ideology is dead in the UK.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• the end of ideology debate – declining importance of ideology replaced by managerial style of politics – do parties any longer have coherent agenda or do they reflect public and media opinion?</li> <li>• the triumph of liberal democracy – note problem of confusion with the end of ideology debate, however there is the relevant argument that a new ideological consensus has formed around liberal democracy, as extremist ideologies have lost relevance – this debate isn't as fully relevant in the UK as the mainstream parties have mostly followed agendas within the liberal democratic consensus</li> <li>• How relevant is the postmodernist critique that truisms are no longer relevant in an anti-foundationalist postmodern society?</li> </ul>		<p><b>AO2 [24] –</b> <b>L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</b></p> <ul style="list-style-type: none"> <li>• To access the higher mark bands candidates must go beyond description of different ideologies.</li> <li>• Award at L1 for a basic description of one main ideology.</li> <li>• Award at the bottom of L2 for description of a range of ideologies.</li> <li>• Award at L2 for a few relevant arguments relating to the end of ideology debate.</li> <li>• Award at the bottom of L3 for a one-sided analysis of the end of ideology debate covering a range of arguments.</li> <li>• Award towards the top of L3 where there is an attempt to consider both sides of the end of ideology debate covering a range of arguments in a synoptic manner. Also award towards the top of this level those essays that focus in a</li> </ul>

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Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>arguments that new ideologies are emerging and that strands of existing ideologies have adapted to shape the modern society, eg the social market consensus post-Thatcher and the rise of environmentalism providing a new world view.</li> </ul>		<p>balanced manner on the triumph of liberal democracy argument.</p> <ul style="list-style-type: none"> <li>Award at L4 where there is clear and balanced evaluation of a wide range of factors relating to the end of ideology debate in a synoptic manner.</li> <li>Award at the top of L4 where there is clear sophistication in the evaluation.</li> <li>Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics</li> </ul>
			<p><b>AO3 [6] –</b>  <b>L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</b></p> <ul style="list-style-type: none"> <li>Expect most candidates to reach L3 and use 4 as a default mark.</li> <li>Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout.</li> <li>For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.</li> </ul>

## 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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