



GCE

Government and Politics

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

Advanced GCE

Mark Scheme for June 2015

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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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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>AO1: Answers should display knowledge and understanding of the operation of democracy.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> • 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. • 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. • 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. <p>Answers should be illustrated with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • The practical problems associated with electing governments democratically – this might include problems associated with turnouts and disproportionality in recent UK and European Parliament elections and possibly those from other democracies. • Case study evidence on short-termism by elected politicians concerned more with electoral success than long-term needs of the nation. • Evidence might also be given concerning the lack of expertise in elected politicians thus lacking the experience of technical proficiency to produce effective decision making. 	50	<p>Refer to the A2 GCE Assessment matrix on page 34</p> <p>AO1 [20] – L4 = 16–20, L3 = 11–15, L2 6–10, L1 = 0–5:</p> <ul style="list-style-type: none"> • In order to access the higher mark bands answers must include specific examples drawn from political theory and modern politics. • Award at L1 for basic understanding only (this would include very short answers). • Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and in practice. Also award at this level where there are references made to modern politics but no reference made to the ideas of political thinkers. • 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. • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • Case study evidence on majoritarianism whereby minority rights are encroached by politicians wishing to associate themselves with populist majoritarian stances. • Case study evidence relating to political corruption this may come in the form of evidence from recent MP expenses scandals or ministers resigning due to personal financial and other improprieties <p>Answers should be illustrated with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Rousseau • Madison • De Tocqueville • Montesquieu • Gasset • Mill. <p>AO2: Answers should discuss the view that democracy produces bad government.</p> <p>They should consider relevant political issues. These might include:</p> <ul style="list-style-type: none"> • Attempts to classify what is meant by good and bad government – this may be based around criterion relating to experience, national interest, long-termism, accountability and honesty. • Majoritarianism – the dangers of a tyranny of the majority where minority rights are ignored due to a focus on populism. • Short-termism – political focus on re-election rather than national interest. • Counter-arguments may relate to the advantages of democratic accountability, the moral right to participation, 		<p>AO2 [24] – L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</p> <ul style="list-style-type: none"> • To access the higher mark bands answers must go beyond a description of the operation of democracy (award at the bottom of L2 for description only). • Award at L1 for a basic description of democracy (this would include very short answers). • Award towards the top of L2 where there is an attempt to discuss a few reasons on the effectiveness of democratic government. • Award at the bottom of L3 for a one-sided but developed discussion on the effectiveness of democracy. • Award at L3 where there are a range of factors discussed on the effectiveness of democratic government (there maybe some unevenness in

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	<p>democracy as a catalyst for social reform and the undesirability of alternative systems of dictatorial rule.</p> <ul style="list-style-type: none"> Differentiation between different forms of democracy highlighting particular issues within the different types. 		<p>analysing the range of factors, but expect some attempt at balance).</p> <ul style="list-style-type: none"> Award at L4 where there is clear evaluation of the view that democracy produces bad government; included in this should be a balanced discussion of a wide range of arguments. Award at the top of L4 where there is clear sophistication in the evaluation. Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics. <p>AO3 [6] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</p> <ul style="list-style-type: none"> Expect most answers to reach L3. Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout. For L4 answers will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At L2 and below, answers will include frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised. Also award at L2 and below for essays that are underdeveloped.

Question	Answer	Marks	Guidance
2	<p>AO1: Answers should display knowledge and understanding of the models of the role of the state.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> • The meaning of the state – a political association that has sovereign jurisdiction and a defined territorial area. • The models of the state – ‘night watchman’, developmental, welfare, collectivist and totalitarian. • Different features of the state – legal and political sovereignty, territorial jurisdiction, distinction between public and private spheres of existence and a monopoly of coercive force <p>Answers should be illustrated with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • Case study evidence on the state acting in a night watchman capacity – this should refer to the state enforcing law and order policies and playing a laissez-faire role within economic and social aspects of its citizens lives (although evidence of an absolute laissez-faire approach is not feasible there may be evidence of deregulation and attempts to role back the scope of state intervention). Impact of austerity on the state. • Case study of the state adopting a developmental approach – this will come through state investment to encourage economic development (there may be details on capital investment schemes such as the HS2). • Case study of the state acting in a welfare capacity with use of the size of the welfare budget and details on benefits such as housing, disability, child and jobseekers benefits. • Case study evidence on the state adopting a collectivist and/or totalitarian approach – this will probably more sparse perhaps making reference to anti-terror legislation in light of 9/11 and 7/7 bombings. 	50	<p>Refer to the A2 GCE Assessment matrix on page 34</p> <p>AO1 [20] – L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</p> <ul style="list-style-type: none"> • In order to access the higher mark bands answers must include specific examples drawn from political theory and modern politics. • Award at L1 for basic understanding only (this would include very short answers). • Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and in practice. Also award at this level where there are references made to modern politics but no reference made to the ideas of political thinkers. • 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. • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

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	<p>Answers should be illustrated with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Dicey • Smith • Mill • Hobbes • Marx • Nozick <p>AO2: Answers should assess how far the UK conforms to the 'night watchman' model on the role of the state.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • The case for the UK conforming to a night watchman state – historically classical liberal notions of the minimal state provide a basis of law and order and a maximisation of freedom, economic and personal. Within the modern UK state links might be made the influence of New Right theorists in advocating the rolling back of the frontiers of the state and restoration of free-market competition and guarantees of personal liberty. • The case for the UK acting as a developmental state – this might be seen in an historical context especially with late 19th and early 20th century public private partnerships in modernising the economy, however evidence exists on a smaller scale of modern attempts to boost economic growth by state infrastructure spending (e.g. 2012 Olympics). Note this form of state is most associated with the so called Asian tiger economies. • The case for the UK as a welfare state – developments in this can be traced back to the early to mid 20th century New Liberal and socialist advocacy of welfarism. The modern scope of welfarism with its cradle to grave 		<p>AO2 [24] – L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</p> <ul style="list-style-type: none"> • To access the higher mark bands answers must go beyond a description of the models on the role of the state (award at the bottom of L2 for description only). • Award at L1 for a basic description of the state (this would include very short answers). • Award towards the top of L2 for an uneven assessment of how the UK conforms to the night watchman model of the state. Alternatively, there may be some discussion of another model on the role of the state, without any detailed assessment of the night watchman model. • Award towards the bottom of L3 for a fully developed and balanced assessment of the night watchman model only without any reference to other models. • Award towards the top of L3 for a balanced and developed assessment of the relevance of the night watchman model and at least one other model. • Award at L4 where there is clear evaluation of how far the UK conforms to the night watchman model and balanced consideration made of a range of other models on the role of the state.

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	<p>emphasis can be attributed to modern attitudes to addressing issues of poverty and social deprivation – note criticism of this from the right over welfare dependency and the problems of affordability.</p> <ul style="list-style-type: none"> The case for a collectivist or totalitarian state tends to be made more as a critique of the operation of certain aspects of the UK state rather than an aspiration, thus neo-Marxist and libertarian criticisms of state surveillance and repression in the light of security threats. 		<ul style="list-style-type: none"> Award at the top of L4 where there is clear sophistication in the evaluation. Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics. <p>AO3 [6] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</p> <ul style="list-style-type: none"> Expect most answers to reach L3. Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout. For L4 answers will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At L2 and below, answers will include frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised. Also award at L2 and below for essays that are underdeveloped.

Question	Answer	Marks	Guidance
3	<p>AO1: Answers should display knowledge and understanding of the sources of political authority.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> • The meaning of political authority – the right to make political decisions, accepted by the citizenship – this is usually seen through the exercise of legal and political sovereignty. • The meaning of electoral legitimacy – the bestowing of a mandate by the electorate upon a particular political party in light of victory in a general election. • Other sources of political authority – this may come through adherence to the constitutional rules, the upholding of shared values and principles, direct granting of political authority through the use of referendums and initiatives and adherence to contractual relationship between the state and its citizens. <p>Answers should be illustrated with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • Case study evidence on the role elections play in producing governments with effective electoral mandates. The 2010 election would provide a useful case study in the extent of electoral legitimacy in a hung parliament with a coalition emerging without a clear electoral mandate. Other issues of elections may be highlighted with evidence of low turnout and the problem of disproportionality and safe seats. • Case study evidence of other sources of political authority – this may come in the continued authority enjoyed by non-elected bodies such as the House of Lords. Constitutional authority granted to the courts to intervene in upholding Britain’s international commitments such as ECHR can provide case study material. Direct political 	50	<p>Refer to the A2 GCE Assessment matrix on page 34</p> <p>AO1 [20] – L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</p> <ul style="list-style-type: none"> • In order to access the higher mark bands answers must include specific examples drawn from political theory and modern politics. • Award at L1 for basic understanding only (this would include very short answers). • Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and in practice. Also award at this level where there are references made to modern politics but no reference made to the ideas of political thinkers. • 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. • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

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	<p>authority can be evidenced through the use of referendums in providing the authority to undertake constitutional reform (Scotland 2014 would be an ideal case study of this direct form of authority).</p> <ul style="list-style-type: none"> • Answers may also provide evidence of a transfer of political authority away from state institutions and mainstream political parties to the growth of pressure groups and other NGOs. • Case study evidence may be given of neo-Marxist claims of the manufacturing of political authority through the imposition of ideological hegemony through the media and other sources of propaganda <p>Answers should be illustrated with the ideas and views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Beetham • Weber • Madison • Locke • Chomsky • Habermass <p>AO2: Answers should discuss the view that elections are no longer the most important source of political authority.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • The argument that electoral legitimacy has declined with low turnouts, disillusionment with mainstream political parties and frustration over lack of clear electoral outcomes, thus affecting the strength of the electoral mandate. • The continued existence of political authority invested in non-elected bodies such as the House of Lords, the 		<p>AO2 [24] – L4 = 19–24, L3 = 13–18, L2 = 7–12, L1= 0–6</p> <ul style="list-style-type: none"> • To access the higher mark bands answers must go beyond descriptions of the sources of political authority (award at the bottom of L2 for description only). • Award at L1 for a basic description of the electoral process (this would include very short answers). • Award towards the top of L2 for an uneven discussion of electoral legitimacy as a source of political authority. Alternatively there may be a discussion of an alternate source of political

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	<p>judiciary and the growth of unaccountable executive agencies.</p> <ul style="list-style-type: none"> • The emergence of alternative sources of political authority such as pressure groups and the media. • Counter arguments may highlight that these unelected sources of political authority lack accountability and direct consent thus making their legitimacy inferior to electoral consent. • Neo-Marxist arguments might be used to highlight that electoral legitimacy provides a façade to the real execution of political authority and that in reality authority is manufactured by a ruling elite. 		<p>authority without any real developed discussion of electoral legitimacy.</p> <ul style="list-style-type: none"> • Award at the bottom of L3 for a balanced assessment of electoral legitimacy only. • Award towards the top of L3 where there is a balanced discussion of the importance of electoral legitimacy and a balanced discussion of at least one other source of political authority. • Award at L4 where there is clear and balanced evaluation of whether electoral legitimacy is the most important source of electoral legitimacy and also balanced discussion of a range of other potential sources. There should be focus on the most important source to access this level. • Award at the top of L4 where there is clear sophistication in the evaluation. • Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics. <p>AO3 [6] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</p> <ul style="list-style-type: none"> • Expect most answers to reach L3. • Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout. • For L4 answers will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At L2 and below, answers will include frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised. Also award at L2 and below for essays that are underdeveloped.

Question	Answer	Marks	Guidance
4	<p>AO1: Answers should display knowledge and understanding of liberty.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> • The meaning of liberty – the extent to which the individual is a free agent within their lives, with the ability to have choice and privileges without restriction. • Different forms of liberty – negative and positive, individual and collective. • The distinction between liberty and licence. <p>Answers should be illustrated with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • Case study evidence on how the concept of individual liberty permeates the concept of residual rights in UK common law (e.g. traditional right to freedom of speech), thus the state encroaches on individual freedom only where it deems it necessary. • Evidence for the protection of individual freedoms found in codified declarations of human rights utilised in the UK such as in the HRA incorporating many of the articles of the ECHR into UK law. • Evidence for the adherence to principle of protecting liberty as espoused by the mainstream political parties in the UK – this may be seen in Liberal Democratic and Conservative Party advocacy of negative connotations of liberty, and Labour and Lib Dem promotion of more positive forms of political liberty. • Evidence of the importance of other important political principles – these may include the rule of law, justice and equality. <p>Answers should be illustrated with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Locke 	50	<p>Refer to the A2 GCE Assessment matrix on page 34</p> <p>AO1 [20] – L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</p> <ul style="list-style-type: none"> • In order to access the higher mark bands answers must include specific examples drawn from political theory and modern politics. • Award at L1 for basic understanding only (this would include very short answers). • Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and in practice. Also award at this level where there are references made to modern politics but no reference made to the ideas of political thinkers. • 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. • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • Hobbes • Mill • Berlin • Tawney • Constant <p>AO2: Answers should discuss whether the protection of liberty is the most important political principle in UK politics.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • Arguments that protecting liberty is the most important principle could include the traditional concept of residual common law protection of liberty (in contrast to the Napoleonic code in much of continental Europe) that has been updated by codification of the ECHR into UK law through the HRA; the relationship between liberty and the liberal aspects of UK liberal democracy in terms of constitutionalism and protection of individual freedoms; the emphasis placed upon protecting liberty by the mainstream parties ranging from negative connotations by right-wing and centre-right politicians to positive forms advocated by the centre-left and left-wing groups. • Arguments that there are other equally and potentially more important principles could identify these as the belief in the rule of law (bedrock of law liberal democracies), equality and social justice – key principles that developed in 20th century politics particularly with the development of the welfare state, and a broader sense of legal justice underpinning substantive and procedural applications of the law. • An argument could be made that the protection of liberty is now less important with the advent of greater state 		<p>AO2 [24] – L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</p> <ul style="list-style-type: none"> • To access the higher mark bands answers must go beyond a description of the meaning and types of freedom (award at the bottom of L2 for description only). • Award at L1 for a basic description of freedom (this would include very short answers). • Award towards the top of L2 for an imbalanced discussion of the importance of freedom in UK politics. Alternatively there might be a discussion of another important concept without development of the importance of freedom. • Award at the bottom of L3 for a balanced discussion of the importance of freedom only. • Award towards the top of L3 where there is a balanced and developed discussion of the importance of freedom and also a balanced and developed discussion of at least one other potentially important principle • Award at L4 where there is clear and balanced evaluation of the importance of freedom in UK politics and also balanced and developed discussion of a range of other potentially important principles. To access L4 there should be some focus on the idea of freedom as the most important principle. • Award at the top of L4 where there is clear

Question	Answer	Marks	Guidance
	<p>intervention and the necessity to protect society against threats such as terrorism.</p> <ul style="list-style-type: none"> • Debate over a British Bill of Rights 		<p>sophistication in the evaluation.</p> <ul style="list-style-type: none"> • Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics. <p>AO3 [6] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</p> <ul style="list-style-type: none"> • Expect most answers to reach L3. • Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout. • For L4 answers will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At L2 and below, answers will include frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised. Also award at L2 and below for essays that are underdeveloped.

Question	Answer	Marks	Guidance
5	<p>AO1: Answers should display knowledge and understanding of law enforcement.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> • The meaning of law enforcement – the upholding of the rule of law through the police and judicial process. • Different ideological perspectives upon law enforcement and the imposition of punishment – right wing views on retribution and deterrence in contrast with liberal and socialist perspectives on rehabilitation and restorative justice. • Different ideological perspectives upon the causes of law breaking – conservative and classical liberal perspectives on the fallibility of human nature in comparison with modern liberal and socialist perspectives on problems within society and the economic system. <p>Answers should be illustrated with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • Labour Party approach to law enforcement 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 etc). This was allied to attempts to address poverty concerns. • 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 	50	<p>Refer to the A2 GCE Assessment matrix on page 34</p> <p>AO1 [20] – L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</p> <ul style="list-style-type: none"> • In order to access the higher mark bands answers must include specific examples drawn from political theory and modern politics. • Award at L1 for basic understanding only (this would include very short answers). • Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and in practice. Also award at this level where there are references made to modern politics but no reference made to the ideas of political thinkers. • 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. • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

Question	Answer	Marks	Guidance
	<p>death penalty held by Thatcher. Note resurrection of zero-tolerance agenda post-2011 August riots. Traditional Conservative Party approach of increasing police numbers. Note Coalition approach initially seen as more liberal under Ken Clarke with failed initiative to cut prison tariffs for people pleading guilty and intention to cut prison numbers but under Theresa May has adopted a more traditional right-wing approach with emphasis on the individual's responsibility for breaking the law.</p> <ul style="list-style-type: none"> • Liberal Democratic policies have traditionally emphasised alternative strategies to penal sentencing, however participation within the Coalition saw their agreement to the agenda set by Conservative Home Secretaries. • Case study evidence might be used for all the three parties from recent party manifestos on law enforcement policies. <p>Answers should be illustrated with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Plato • Kant • Hegel • Bentham • Burke • Hobbes • Dicey <p>AO2: Answers should compare and contrast party attitudes to law enforcement in the UK.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • A comparison of party attitudes to the causes of crime – this may consider the extent of ideological influence over human nature and innate degree of goodness within each 		<p>AO2 [24] – L4 = 19–24, L3 = 13–18, L2 = 7–12 L1 = 0–6</p> <ul style="list-style-type: none"> • To access the higher mark bands answers must go beyond a description of law enforcement policies (award at the bottom of L2 for description only). • Award at L1 for a basic description of issues related to crime in the UK (this would include very short answers).

Question	Answer	Marks	Guidance
	<p>individual.</p> <ul style="list-style-type: none"> • A comparison of attitudes to the types of punishment to be utilised – this might link to the justifications for punishment from an ideological perspective and have overlaps with attitudes to responsibility for law breaking • A comparison of attitudes towards cost implications and the priority given to law enforcement – party attitudes might vary over the emphasis placed on law enforcement in comparison with other agendas (e.g. eradication of poverty and constitutional reform) • A comparison of attitudes towards the judicial process, especially relating to the concept of judicial independence and involvement within the upholding of rights legislation – this might highlight the distinction between conservative attitudes upholding parliamentary sovereignty in comparison with liberal attitudes whose traditional emphasis has been upon the importance of a separation of powers. • Answers might seek to highlight similarities between party attitudes due to the nature of political populism and the desire not to be seen as ‘soft on crime’ thus each party highlighting similar solutions regarding police numbers, the necessity of penal sentences and political intervention guaranteeing minimum sentencing arrangements set by Parliament. 		<ul style="list-style-type: none"> • Award towards the top of L2 for a limited comparison of a few aspects of party attitudes towards law enforcement. • Award at the bottom of L3 for a one-sided comparison covering a range of attitudes focusing on either similarities or differences. • Award towards the top of L3 where there is a more balanced comparison focusing on a range of party attitudes. Also award at this level if there is a wide range of attitudes compared but a clear imbalance in the comparison. Note access to this level is possible if only Conservative and Labour attitudes are compared. • Award at L4 where there is clear and balanced comparison of a wide range of party attitudes towards law enforcement. Expect a wider range of parties to be included in the comparison for L4. • Award at the top of L4 where there is clear sophistication in the evaluation. • Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics. <p>AO3 [6] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</p> <ul style="list-style-type: none"> • Expect most answers to reach L3. • Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout. • For L4 answers will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"> At L2 and below, answers will include frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised. Also award at L2 and below for essays that are underdeveloped.

Question	Answer	Marks	Guidance
6	<p>AO1: Answers should display knowledge and understanding of conservatism.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> • The meaning of conservatism – an ideology that opposes radical and external change, instead preferring the preservation of traditional societal values and institutions. It can support gradual evolutionary change, but this should develop and seek to protect promote traditional aspects of society. • Various types of conservatism – reactionary, One Nation, paternalistic, libertarian, the New Right and social/compassionate. • Key principles – belief in human imperfection, the necessity of the imposition of order, pragmatism, inequality as natural, the sanctity of property and preservation of past traditions and institutions. <p>Answers should be illustrated with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • The influence of conservatism on the Conservative Party – there is much scope for case study evidence for analysis of Conservative Party policy either through government policies or manifesto pledges. • The influence of conservatism on the wider political agenda, influencing aspects of party policy of other parties (especially right wing parties such as UKIP, but also other mainstream parties) – once again case study evidence in areas such as law and order policy, issues of immigration and support for the preservation of traditional institutions such as the Monarchy and House of Lords could be utilised. • Evidence could be used concerning the influence of particular strands of conservatism particularly the New 	50	<p>Refer to the A2 GCE Assessment matrix on page 34</p> <p>AO1 [20] – L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</p> <ul style="list-style-type: none"> • In order to access the higher mark bands answers must include specific examples drawn from political theory and modern politics. • Award at L1 for basic understanding only (this would include very short answers). • Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and in practice. Also award at this level where there are references made to modern politics but no reference made to the ideas of political thinkers. • 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. • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

Question	Answer	Marks	Guidance
	<p>Right, libertarian and social/compassionate conservatism would be prevalent here.</p> <ul style="list-style-type: none"> Answers might also seek to provide evidence of how other core ideologies, particularly liberalism and socialism are influential in modern politics (once again case study evidence of party policies and pledges would be expected here). <p>Answers should be illustrated with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> Burke Oakeshott Friedman Kristol Joseph Disraeli <p>AO2: Answers should assess how influential conservatism is in modern politics.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> The influence of conservatism within the UK Conservative Party – although core themes are clearly apparent there is debate over the influence of other ideologies, especially liberalism having major influence. Answers might also seek to argue as to which particular brand of conservatism is most influential within the Conservative Party (New Right versus compassionate conservatism probably most relevant here) Wider influence of conservatism outside the Conservative Party – this could be linked to how the Thatcherite agenda influenced British politics towards a more right-wing agenda leading to a social market consensus. This 		<p>AO2 [24] – L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</p> <ul style="list-style-type: none"> To access the higher mark bands answers must go beyond a description of conservatism (award at the bottom of L2 for description only). Award at L1 for a basic description of the Conservative Party (this would include very short answers). Award towards the top of L2 where answers assess a few ways in which conservatism is influential to modern politics. Also award at this level if the answer is focused on the influence of the Conservative Party and not conservatism. Award at the bottom of L3 for a one-sided developed assessment of the influence of conservatism (either influential or not influential). Award towards the top of L3 where there is assessment of a range of ways conservatism

Question	Answer	Marks	Guidance
	<p>assessment will probably focus on particular policy areas especially economic, immigration and law and order issues.</p> <ul style="list-style-type: none"> • How far conservatism is influential in comparison with other mainstream ideologies – especially liberalism and socialism. Answers may seek to argue that conservatism is secondary in importance to liberalism with the latter having provided the fundamental agenda of mainstream British politics over the last 200 years. Answers might seek to also question whether there is any mileage in regarding conservatism as a coherent ideology, although a too greater focus on this area will potentially result in a lack of focus upon the question. 		<p>can be seen as influential to modern politics. Award at L4 where there is clear and balanced assessment across a wide range of factors</p> <ul style="list-style-type: none"> • relating to the influence of conservatism to modern politics. Expect at this level consideration of the influence of conservatism beyond just the Conservative Party. • Award at the top of L4 where there is clear sophistication in the evaluation. • Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics. <p>AO3 [6] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</p> <ul style="list-style-type: none"> • Expect most answers to reach L3. • Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout. • For L4 answers will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At L2 and below, answers will include frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised. Also award at L2 and below for essays that are underdeveloped.

Question	Answer	Marks	Guidance
7	<p>AO1: Answers should display knowledge and understanding of the ideological influences on the UK Labour Party.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> • The meaning of ideology - a coherent doctrine that seeks to establish political truth (note debate over the meaning of an ideology). • 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') • The meaning of democratic socialism – a class based ideology that sees the opportunity to establish a socialist based society through democratic means • Other ideological influences on the modern Labour Party – the Third Way and liberal values. <p>Answers should be illustrated with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • Evidence of Labour adhering to a social democratic ideology (case study evidence can be used of Labour Party policies and pledges) – 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. • Evidence of democratic socialism within the Labour Party (case study evidence can be used of Labour Party policies and pledges) – continued class analysis in 'Blue Labour' 	50	<p>Refer to the A2 GCE Assessment matrix on page 34</p> <p>AO1 [20] – L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</p> <ul style="list-style-type: none"> • In order to access the higher mark bands answers must include specific examples drawn from political theory and modern politics. • Award at L1 for basic understanding only (this would include very short answers). • Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and in practice. Also award at this level where there are references made to modern politics but no reference made to the ideas of political thinkers. • 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. • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

Question	Answer	Marks	Guidance
	<p>ideas. Influence of the Tribune and Reform groups amongst Labour Backbenchers. Support for public sector in conflict with the Coalition Government over pension and welfare reform (note Miliband’s victory came principally from the Trade Union wing of the Labour Movement leading to initial descriptions of ‘Red Ed’).</p> <ul style="list-style-type: none"> • 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). • Evidence that the Labour Party lacks a clear ideological influence – this could be in the form of party responses to populist issues such as immigration and law and order suggesting a pragmatic approach to align itself with so called ‘dog whistle’ politics. Evidence could also be used of a postmodernist managerial approach in which the party seeks to manage the economic system in a non doctrinaire way (cooperation with international markets, and independence to the Bank of England Monetary Committee). This might well be linked to Blair’s New Labour. <p>Answers should be illustrated with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Bernstein • Benn • Crosland • Giddens • Etzioni • Burnham 		

Question	Answer	Marks	Guidance
	<p>AO2: Answers should consider how ideological the modern UK Labour Party is.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • What constitutes an ideology – this may be used as criterion for assessing how ideological is the Labour Party – features that could be used – belief in a coherent set of political principles, a positive belief system (i.e. belief in something as opposed to being against something), claims on a monopoly of political truth, adherence to the preservation of a particular class or ruling elite. • Arguments that Labour is fundamentally a socialist ideology – this could constitute democratic socialist principles and/or social democratic ideas. • Arguments that Labour is embedded to other ideological tenets – this would probably be liberalism (especially its New Liberal guise) • Arguments that Labour has lost its central core ideological values and increasingly becoming postmodernist in its approach – this may be linked with the end of ideology debate. 		<p>AO2 [24] – L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</p> <ul style="list-style-type: none"> • To access the higher mark bands answers must go beyond a description of the principles of the Labour Party (award at the bottom of L2 for description only). • Award at L1 for a basic description of the UK Labour Party (this would include very short answers). • Award towards the top of L2 for consideration of a few ways in which the Labour Party is or is not ideological. • Award at the bottom of L3 for a developed one-sided approach to the question (either is or is not ideological) covering a range of points. • Award towards the top of L3 where there is analysis of a range of points as to how ideological is the Labour Party. If a wide range of points are developed and there is a clear imbalance in the argument then also award at this level. • Award at L4 where there is clear and balanced evaluation of how ideological is the modern UK Labour Party covering a wide range of points. Expect at this level consideration of other aspects of ideological influence beyond socialism. • Award at the top of L4 where there is clear sophistication in the evaluation. • Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics.

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

Question	Answer	Marks	Guidance
8	<p>AO1: Answers should display knowledge and understanding of environmentalism.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> • The meaning of environmentalism – the focus upon environmental concern, prioritising the need to preserve environmental ecosystems at potentially the expense of human industrial development. This can be distinguished with the more ideological ecologism that applies scientific rationality to the relationship between humanity and natural ecosystems. • Distinctions within the environmental movement particularly between deep and shallow ecologism • Core themes within environmentalism – movement away from a human centric outlook, restoration of homeostasis, anti-industrialism, and holism. <p>Answers should be illustrated with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • Evidence of the importance of environmentalism in modern politics – this could come in the form of party priorities to environmental concerns (Labour’s commitments in office to reduction of CO2 emissions, Cameron’s ‘vote blue go green’ campaign etc.) and the growth in support for the Green Party resulting in increased local council representation and the securing of a parliamentary seat in Brighton in 2010. • Evidence of the impact of economic recession and the austerity package imposed under the coalition – cuts to government departments, overall priorities in spending budgets and incentives for economic growth through government spending on infrastructure programmes such as HS2. 	50	<p>Refer to the A2 GCE Assessment matrix on page 34</p> <p>AO1 [20] – L4 = 16–20, L3 = 11–15, L2 = 6–10, L1 = 0–5</p> <ul style="list-style-type: none"> • In order to access the higher mark bands answers must include specific examples drawn from political theory and modern politics. • Award at L1 for basic understanding only (this would include very short answers). • Award at L2 for generalised understanding only, with few specific references to illustrative evidence both in theory and in practice. Also award at this level where there are references made to modern politics but no reference made to the ideas of political thinkers. • 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. • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • Evidence of the Coalition Government's attitude to environmental concerns – this could come in case study evidence regarding issues such as energy policy ('fracking', commissioning new nuclear power plants, continued commitment to meeting renewable energy targets, subsidies for improved insulation and green loans for replacing inefficient boilers); policies emphasising growth over the environment (increased housing stock, including relaxing green belt legislation and promotion of infrastructure programmes); the ending of the fuel duty escalator. <p>Answers should be illustrated with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Porrit • Naess • Schumacher • Goodin • Leopold <p>AO2: Answers should discuss if economic austerity has ended the green agenda in UK politics.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • What is environmentalism – focus on a cross party consensus upon giving a higher priority to environmental concerns in areas such as renewable energy, limiting CO2 emissions, encouraging a move away from reliance of fossil fuels and a commitment to protect the green belt and the biodiversity of the countryside. • Arguments that economic recession has lessened the impact of environmentalism – emphasis on growth out of recession, commitment to extending house building, 		<p>AO2 [24] – L4 = 19–24, L3 = 13–18, L2 = 7–12, L1 = 0–6</p> <ul style="list-style-type: none"> • To access the higher mark bands answers must go beyond a description of aspects of the green agenda (award at the bottom of L2 for description only). • Award at L1 for a basic description of environmental issues (this would include very short answers). • Award towards the top of L2 for discussion of a few ways in which economic austerity has impacted upon environmental issues in the UK. • Award at the bottom of L3 for a developed one-sided discussion (either agreement or disagreement) covering a range of issues.

Question	Answer	Marks	Guidance
	<p>support for nuclear and less green forms of energy ('fracking' etc.) and attempts to privatise parts of the state's rural responsibility (failed privatisation of the Forestry Commission).</p> <ul style="list-style-type: none"> • Argument that environmentalism still has an important role to play – continued international commitments with regards to emissions targets and preservation of endangered species (UK opposition to renewing of commercial whaling etc.), emphasis on renewable energy expansion and green subsidies for domestic homes. • Argument that there is a blue yellow split in the Coalition over austerity versus environmentalism – Lib Dem ministers seeking the preservation of green issues at odds with Conservative emphasis on austerity measures. • The role of the green lobby in British politics – how far has environmental pressure groups lost out to industry in pressing for an emphasis on the green agenda over the needs of economic growth. 		<ul style="list-style-type: none"> • Award towards the top of L3 where there is an attempt to consider both sides of the discussion covering a range of relevant issues. If there are a wide range of issues discussed, but clear imbalance in the answer, also award at this level. • Award at L4 where there is clear and balanced discussion of the impact of economic austerity on the green agenda in UK politics covering a wide range of relevant issues. • Award at the top of L4 where there is clear sophistication in the evaluation. • Expect answers in L3 and 4 to make appropriate synoptic links between theory based arguments and evaluation of these through application to modern politics. <p>AO3 [6] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</p> <ul style="list-style-type: none"> • Expect most answers to reach L3. • Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout. • For L4 answers will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At L2 and below, answers will include frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised. Also award at L2 and below for essays that are underdeveloped.

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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