



**GCE**

**Government and Politics**

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

Advanced GCE

**Mark Scheme for June 2016**

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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><b>AO1:</b> Answers should display knowledge and understanding of the models of representation.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of representation – the choice of officials to act on behalf of a wider cohort – this choice usually comes from an election.</li> <li>• The meaning of the trustee model – the capacity of a representative once elected to operate independently of their electorate.</li> <li>• Other models of representation – delegate, mandate and resemblance.</li> </ul> <p>Answers should be illustrated with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• The role performed by MPs in the Commons – this might look at constituency, party pressures and matters of personal conscience and ideology – expect case study evidence relating to individual MPs.</li> <li>• Consideration of the operation of party discipline on backbench MPs and the payroll vote – case study evidence is expected.</li> <li>• Consideration of backbench rebellions with case study examples.</li> <li>• Consideration of variables amongst MPs such as size of majority and relative experience.</li> <li>• Answers might also consider representatives in other assemblies, either domestically or internationally.</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 answers 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 in practice (this might be 1 or 2 of each). Also award at this level where there are references made to modern politics but no reference 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 (this might be 3 to 7 for each). 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 (this might be 8 or more for each).</li> </ul>

Question	Answer	Marks	Guidance
	<p>Answers should be illustrated with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Burke</li> <li>• Paine</li> <li>• Locke</li> <li>• Bevan</li> <li>• Lawrence.</li> </ul> <p><b>AO2:</b> Answers should discuss the view that representatives are no longer trustees.</p> <p>They should consider relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• The traditional view of representatives as trustees suggesting independence amongst back benchers (thus resulting in backbench rebellions over conscience and ideological issues).</li> <li>• The importance of party and constituency pressures on representatives – thus them being transformed into delegates for their parties or constituencies.</li> <li>• The demands and attempts to get more reflective assemblies thus emphasising the need to see assemblies as microcosms of wider society.</li> <li>• The role of the electoral mandate in limiting the independence of the representative – is this superseded by the idea of a doctor’s mandate?</li> </ul>		<p><b>AO2 [24] – 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 answers must go beyond a description of the models of representation (award at the maximum bottom of L2 for description only).</li> <li>• Award at L1 for a basic description of the trustee model of representation (this would include very short answers).</li> <li>• Award towards the top of L2 where there is an attempt to discuss the relevance of the trustee model and some attempt to link the theory to the practice of modern politics (expect 1 or 2 links albeit these might be inferred).</li> <li>• Award at the maximum bottom of L3 for a very well developed answer that focuses overwhelmingly on the trustee model with application of theory to modern politics.</li> <li>• Award at L3 where there is discussion of a range of other models alongside the trustee model and there are a range of good links of the relevant theory to modern politics (expect up to 4 links).</li> <li>• Award at L4 where there is clear and balanced discussion of a range of models of representation including the trustee model and a wide range of effective links of relevant theory</li> </ul>

Question	Answer	Marks	Guidance
			<p>to modern politics (expect at least 5 to be 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] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</b></p> <ul style="list-style-type: none"> <li>• Expect most answers 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 answers 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, 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.</li> </ul>



Question	Answer	Marks	Guidance
2	<p><b>AO1:</b> Answers should display knowledge and understanding of parliamentary sovereignty.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of sovereignty – ultimate legislative and political power residing in a body or collective group of individuals.</li> <li>• The meaning of parliamentary sovereignty – the legislative branch of government holds absolute power and is supreme over all other branches of government.</li> <li>• Other types of sovereignty – popular and absolute as well as the concepts of internal and external sovereignty.</li> </ul> <p>Answers should be illustrated with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• Case study examples of sub and super national threats to UK parliamentary sovereignty – this could come through specific discussion of impact of devolution and the EU.</li> <li>• Case study examples of executive dominance undermining the legislative branch of government.</li> <li>• Case study examples of growing judicial independence and the role of international law and legal obligations undermining the right of parliament to make or unmake any laws it so chooses</li> <li>• Case study examples of attempts to defend UK parliamentary sovereignty through renegotiations of international obligations and calls for secession from international organisations.</li> <li>• Case study examples of the use of referendums to give the ultimate say to the citizenship in the transference of power within the UK Constitution</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 answers 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 in practice (this might be 1 or 2 of each). Also award at this level where there are references made to modern politics but no reference 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 (this might be 3 to 7 for each). 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 (this might be 8 or more of each).</li> </ul>

Question	Answer	Marks	Guidance
	<p>Answers should be illustrated with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• A V Dicey</li> <li>• Austin</li> <li>• Hobbes</li> <li>• Mill</li> <li>• Rousseau</li> </ul> <p><b>AO2:</b> Answers should discuss the view that the UK Parliament is still sovereign.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• The impact of devolution on parliamentary sovereignty and the prospect for growing independent powers been given to the devolved assemblies and Scottish Parliament (note the Scottish independence referendum still required the approval of Westminster prior to its undertaking).</li> <li>• Accusations of growing EU federalism and QMV in undermining Westminster's right to control the legislative agenda – note the UK opt outs and attempts to renegotiate treaty obligations and the ultimate right of secession.</li> <li>• Accusations of executive dominance undermining the right of the legislature to make or unmake any laws it so chooses – note attempts to improve executive oversight through improving the Committee systems in the Commons and Lords.</li> <li>• Arguments over increasing popular sovereignty through the use of referendums and rising influence of extra parliamentary pressure groups/ organisations – note parliament's role in sanctioning referendums and constitutional conventions still ensuring parliament as the ultimate arbiter of decision making.</li> </ul>		<p><b>AO2 [24] – 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 answers must go beyond a description of parliamentary sovereignty (award at the maximum bottom of L2 for description only).</li> <li>• Award at L1 for a basic description of sovereignty (this would include very short answers).</li> <li>• Award towards the top of L2 for a limited discussion of the argument that parliamentary sovereignty is rapidly in decline, or is still in place and some attempts are made to link relevant theory to modern politics (expect 1 or 2 links albeit these might be inferred).</li> <li>• Award at maximum bottom of L3 for a fully developed but one-sided argument that parliamentary sovereignty is still sovereign.</li> <li>• Award towards the top of L3 for a balanced discussion on the state of parliamentary sovereignty and a good range of links are made between relevant theory and modern politics (expect up to 4 links).</li> <li>• Award at L4 where there is comprehensive and balanced discussion and a wide range of effective links made between the relevant theory and modern politics (expect 5 or more).</li> </ul>

Question	Answer	Marks	Guidance
			<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] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</b></p> <ul style="list-style-type: none"> <li>• Expect most answers 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 answers 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, 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.</li> </ul>

Question	Answer	Marks	Guidance
3	<p><b>AO1:</b> Answers should display knowledge and understanding of the operation of political power in the UK.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of political power – the ability to achieve a desired outcome.</li> <li>• The typologies of political power – decision making, agenda setting and thought control.</li> <li>• The location of political power – pluralism and diversification of power; neo-pluralism and unequal allocation of power; elitism and concentration of power.</li> </ul> <p>Answers should be illustrated with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• Case study evidence on the constitutional operation of political power through the lack of a formal separation of powers.</li> <li>• Case study evidence on the existence of a ruling establishment – this might come through evidence on narrow social backgrounds of politicians and leading influential figures in British society.</li> <li>• Case study evidence on agenda setting capacity of economic and military elites in the UK.</li> <li>• Case study evidence on the capacity for thought control through influence of the media in UK politics.</li> <li>• Case study evidence on the power exercised by the electorate and pressure groups representing sections of the population.</li> </ul> <p>Answers should be illustrated with the ideas and views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Lukes</li> <li>• Dahl</li> <li>• Galbraith</li> <li>• Schumpeter</li> <li>• Pareto and Mosca</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 answers 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 in practice (this might be 1 or 2 of each). Also award at this level where there are references made to modern politics but no reference 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 (this might be 3 to 7 of each). 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 (this might be 8 or more of each).</li> </ul>

Question	Answer	Marks	Guidance
	<p><b>AO2:</b> Answers should discuss the view that political power in the UK is no longer held by a permanent ruling elite.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• The argument that political power is pluralistic in the UK – the role of elections, proliferation of the influence of pressure groups and alternative political parties and increased constitutional checks and balances on the operation of political power through external and internal influences on parliamentary sovereignty. Power is seen primarily as decision making in this argument.</li> <li>• The argument that political power is held by competing elites – role of alternate parties and coalitions of interests in competing for electoral approval, thus concentration but lacking permanence.</li> <li>• The argument that political power in the UK is elitist – role of military industrial complex, the perpetuation of a ruling establishment, the concentration of constitutional power within the Westminster village. Power is tended to be viewed as agenda-setting and thought control in this argument.</li> </ul>		<p><b>AO2 [24] – 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 answers must go beyond descriptions of the operation of political power (award at the maximum bottom of L2 for description only).</li> <li>• Award at L1 for a basic description of political power (this would include very short answers).</li> <li>• Award towards the top of L2 for a limited discussion of the operation of political power in the UK and some attempts made to link relevant theory to modern politics (expect 1 or 2 links albeit these might be inferred).</li> <li>• Award at the maximum bottom of L3 for a one-sided discussion of a permanent UK ruling elite exercising political power or the rise of pluralism and appropriate links between theory and modern politics.</li> <li>• Award towards the top of L3 where there is a balanced discussion of a range of arguments regarding who holds political power with appropriate links made between relevant theory and modern politics (expect up to 4 links).</li> <li>• Award at L4 where there is a comprehensive and balanced discussion of the location and ownership of power and a wide range of effective links between relevant theory and modern politics are made (expect 5 or more links).</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] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</b></p> <ul style="list-style-type: none"> <li>• Expect most answers 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 answers 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, 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.</li> </ul>

Question	Answer	Marks	Guidance
4	<p><b>AO1:</b> Answers should display knowledge and understanding of equality.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of equality – the uniform apportionment of rights, resources and treatment</li> <li>• Different forms of equality – formal, foundational, opportunity and outcome</li> </ul> <p>Answers should be illustrated with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• Case study evidence on equality agendas in politics – this might be in ensuring equal parliamentary representation for different socio-economic groups, anti-discrimination legislation ensuring equal treatment for minorities, or open access policies to ensure equality of opportunity.</li> <li>• Case study evidence of equality through wealth redistribution via the taxation system and other policies such as pupil premiums.</li> <li>• Case study evidence on promotion of formal equality through guaranteeing rights for all.</li> <li>• Case study evidence of growing inequality in UK society and politics through reduction of higher rates of taxation and austerity reduction in welfare spending.</li> </ul> <p>Answers should be illustrated with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Tawney</li> <li>• Bernstein</li> <li>• Marx</li> <li>• Rawls</li> <li>• Benn</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 answers 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 in practice (this might be 1 or 2 of each). Also award at this level where there are references made to modern politics but no reference 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 (this might be 3-7 for each). 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 (this might be 8 or more for each).</li> </ul>

Question	Answer	Marks	Guidance
	<p><b>AO2:</b> Answers should discuss whether the equality is still an important principle in UK politics.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• Arguments that equality is still an important principle – left wing attempts to promote social and economic equality of outcome via wealth redistribution and state provision of services for all (e.g. universal benefits); liberal arguments promoting formal and foundational notions of equal rights for minorities and anti-discrimination measures; equality of opportunity measures seeking to undermine traditional privileges in education and other institutions.</li> <li>• Arguments that equality is no longer an important principle – the role of the New Right in promoting economic liberalism and thus encouraging wealth inequality through aspiration; encouragement of competitive agendas in services such as education and healthcare removing the concept of equal treatment for all; right-wing/ nationalist agendas targeting immigration thus undermining the concept of formal equality; austerity measures cutting back public expenditure thus removing equal access to resources.</li> </ul>		<p><b>AO2 [24] – 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 answers must go beyond a description of equality (award at maximum bottom of L2 for description only).</li> <li>• Award at L1 for a basic description of equality (this would include very short answers).</li> <li>• Award towards the top of L2 for a limited discussion of the importance of equality in UK politics and some attempts made to link relevant theory to modern politics (expect 1 or 2 albeit these might be inferred).</li> <li>• Award at maximum bottom of L3 for a one-sided discussion of the importance of equality and appropriate links made between theory and modern politics.</li> <li>• Award towards the top of L3 where there is a balanced and developed discussion of the importance of equality and a range of good links made between relevant theory and modern politics (expect up to 4 links)</li> <li>• Award at L4 where there is comprehensive and balanced evaluation of the importance of equality in UK politics and a wide range of effective links made between relevant theory and modern politics (expect 5 or more links).</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] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</b></p> <ul style="list-style-type: none"><li>• Expect most answers 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 answers 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, 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.</li></ul>

Question	Answer	Marks	Guidance
5	<p><b>AO1:</b> Answers should display knowledge and understanding of the role of the law and the debate over law-breaking.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of law - a set of rules including commands, prohibitions and entitlements that set the guidelines for the functioning of a state. Consideration also should be made of the concept of the rule of law which places obligation to the law above all other rules and applies to all citizens and also the government.</li> <li>• Different ideological perspectives upon civil disobedience and law breaking – conservative rejection of law breaking as damaging to the social and political fabric of society; liberal support for the adherence to the law unless the law violates the fundamental rights of the citizenship; left-wing criticisms of the law as an ideological tool for class oppression; anarchist rejection of the principle of the law as an instrument of oppression.</li> <li>• 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.</li> </ul> <p>Answers should be illustrated with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• Case study evidence of civil disobedience campaigns focusing upon the repeal or passing of a specific law – this might come in the form of single issue pressure groups or popular protests – answers might seek to provide evidence from such campaigns in liberal democracies and authoritarian style regimes.</li> <li>• Case study evidence of the use of violent terrorist style tactics directly targeting the state.</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 answers 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 in practice (this might be 1 or 2 of each). Also award at this level where there are references made to modern politics but no reference 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 (this might be between 3 and 7 for each). 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 (this might be 8 or more for each).</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Case study evidence of revolutionary style activity designed to overthrow the state</li> <li>• Case study evidence of methods of protest that stay within the law and use the law as a means of redress for complaints (judicial review etc.).</li> </ul> <p>Answers should be illustrated with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Hobbes</li> <li>• Locke</li> <li>• Thoreau</li> <li>• Gandhi</li> <li>• Luther King</li> <li>• Marx</li> </ul> <p><b>AO2:</b> Answers should discuss if it is ever justified to break the law for political purposes.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• Arguments that it can never be justified – alternative methods to achieve aims (legal protests, legal redress, political campaigning/ lobbying and change through the ballot box); the dangers of selective law-breaking undermining the principle of the rule of law; erosion of political stability and encouragement of illegality.</li> <li>• Arguments that it can be justified – moral justifications for law-breaking appealing to a higher moral sense of order and justice; the perceived injustice or wickedness of a particular law; the lack of creditable alternative strategies especially in authoritarian style regimes; minority alienation against majority ‘tyranny’.</li> </ul>		<p><b>AO2 [24] – 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 answers must go beyond a description of the role of law in society (award at maximum bottom L2 for description only).</li> <li>• Award at L1 for a basic description of law and law breaking (this would include very short answers).</li> <li>• Award towards the top of L2 for a limited discussion of the justifications and criticisms of law-breaking with some attempts made to link relevant theory to modern politics (expect 1 or 2 links albeit these may be inferred).</li> <li>• Award at maximum bottom of L3 for a one-sided discussion of the criticisms/ justifications for law-breaking with appropriate links made between theory and modern politics.</li> </ul>

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>• Award towards the top of L3 where there is a more balanced discussion of a range of arguments and good links are made between relevant theory and modern politics (expect up to 4 links).</li> <li>• Award at L4 where there is a comprehensive and balanced discussion of the criticisms and justifications for political law-breaking and there are a wide range of effective links made between relevant theory and modern politics (expect 5 or more links).</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] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</b></p> <ul style="list-style-type: none"> <li>• Expect most answers 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 answers 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, 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.</li> </ul>

Question	Answer	Marks	Guidance
6	<p><b>AO1:</b> Answers should display knowledge and understanding of nationalism.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of nationalism – an ideology that seeks to focus upon the preservation and independence of the nation state. It opposes imperialism and promotes a strong belief in indigenous national cultures.</li> <li>• Various types of nationalism – socialist, liberal, cultural, right-wing and xenophobic.</li> <li>• Key principles – national self-determination, organicism and independence</li> </ul> <p>Answers should be illustrated with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• The influence of nationalist based parties – UKIP, SNP, PC and Sinn Fein – this could be explored through their electoral significance, party membership and influence in the governing process</li> <li>• Case study evidence of the influence of nationalism upon the traditional political parties – this could be related to particular policies relating to the EU, immigration, devolution/calls for independence and home rule.</li> <li>• Case study evidence of the continued role of the traditional mainstream ideologies – this could come through the influence of socialism/ social democracy, conservatism and liberalism shaping the political agenda in terms of promoting/ protecting the public sector and welfare state (socialism), drive towards a smaller state with austerity based budgets and tax cutting (conservatism) and a rights based agenda (liberalism).</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 answers 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 in practice (this might be 1 or 2 of each). Also award at this level where there are references made to modern politics but no reference 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 (this might be 3 to 7 of each). 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 (this might be 8 or more of each).</li> </ul>

Question	Answer	Marks	Guidance
	<p>Answers should be illustrated with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Mazzini</li> <li>• Von Herder</li> <li>• De Gaulle</li> <li>• Nyerere</li> <li>• Disraeli</li> <li>• Fichte</li> </ul> <p><b>AO2:</b> Answers should assess the extent to which nationalism has now become the most influential ideology in the UK.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• Arguments that it has become the most important ideology in the UK – growth of nationalist based parties (especially UKIP in England and SNP in Scotland); the shaping of the political agenda by nationalist based parties (restructuring of the UK, promotion of euro-scepticism and emphasis on immigration); aspects of nationalism apparent in the mainstream political parties - the Conservative party organicism and Little England tradition, and Labour’s internationalism and anti-imperialist traditions.</li> <li>• Arguments that it is not the most important ideology – continued importance of other ideologies in shaping the political agenda, the relatively limited electoral impact and influence of nationalism outside Scotland, especially in Westminster politics; the perceptions of extremism especially relating to right-wing nationalism in England; distinction between the importance of specific nationalist based policies and the concept of the importance of nationalism as a broader ideology.</li> </ul>		<p><b>AO2 [24] – 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 answers must go beyond a description of nationalism (award at maximum bottom of L2 for description only).</li> <li>• Award at L1 for a basic description of nationalism (this would include very short answers).</li> <li>• Award towards the top of L2 where answers undertake a limited assessment of the influence of nationalism in UK politics and some attempts are made to link relevant theory to modern politics (expect 1 or 2 links albeit these might be inferred).</li> <li>• Award at maximum bottom of L3 for a one-sided developed assessment of whether nationalism has become the most influential ideology and appropriate links between theory and modern politics are made.</li> <li>• Award towards the top of L3 for a balanced assessment of whether nationalism has become the most influential ideology in the UK and a range of good links are made between relevant theory and modern politics (expect up to 4 links).</li> <li>• Award at L4 where there is a comprehensive</li> </ul>

Question	Answer	Marks	Guidance
			<p>and balanced discussion as to whether nationalism has become the most influential ideology of the UK and there are a wide range of effective links made between relevant theory and modern politics (expect 5 or more links).</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] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</b></p> <ul style="list-style-type: none"> <li>• Expect most answers 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 answers 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, 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.</li> </ul>

Question	Answer	Marks	Guidance
7	<p><b>AO1:</b> Answers should display knowledge and understanding of liberalism.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of liberalism – a belief in the supremacy of the role of the individual, where the state is limited in order to protect and promote individual rights and liberties.</li> <li>• The different types of liberalism – classical, new liberalism, libertarianism, modern and neo-liberalism.</li> <li>• The core values of liberalism – individuality, liberty, tolerance, equal rights and opportunity and limited government.</li> <li>• Other important ideologies – conservatism, nationalism and socialism.</li> </ul> <p>Answers should be illustrated with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• Case study evidence of influence of liberal style policies in the party manifestoes (this will possibly relate to the 2015 General Election).</li> <li>• Case study evidence of core liberal values underpinning the UK politics (this might come in the form of knowledge of the UK Constitution, legal traditions and international commitments).</li> <li>• Case study evidence of liberalism underpinning other liberal style democracies – especially in relation to written constitutions and bills of rights.</li> <li>• Case study evidence of the importance of other UK ideologies shaping the political agenda (once again this might come in the form of analysis of party manifesto commitments).</li> <li>• Case study evidence of threats to liberal values coming from the need to tackle terrorism and other threats to UK society.</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 answers 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 in practice (this might be 1 or 2 for each). Also award at this level where there are references made to modern politics but no reference 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 (this might be 3–7 for each). 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 (this might be 8 or more for each).</li> </ul>



Question	Answer	Marks	Guidance
	<p>Answers should be illustrated with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Locke</li> <li>• Mill</li> <li>• Green</li> <li>• Beveridge</li> <li>• Rawls</li> <li>• Hayek</li> </ul> <p><b>AO2:</b> Answers should discuss the view that liberalism is now in decline.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• Arguments for liberalism being in decline – rise in influence of other ideologies most notably the New Right (especially social conservatism), nationalism and social democracy; threats to individual liberty through authoritarian style policies to tackle terrorism and other global threats; decline of social tolerance with fears raised over immigration and rise of xenophobia in a number of liberal democracies; the rise of militant Islam in the Middle East and North Africa.</li> <li>• Arguments that liberalism is not in decline – continued constitutional guarantees of individual rights and freedoms across liberal democracies including the UK; the continued importance of economic liberalism and the appeal of capitalism; continued adherence to liberal values in encouraging tolerance of minorities (gay marriage legislation, racial and religious incitement legislation etc.).</li> </ul>		<p><b>AO2 [24] – 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 answers must go beyond a description of liberalism (award at maximum bottom of L2 for description only).</li> <li>• Award at L1 for a basic description of liberalism (this would include very short answers).</li> <li>• Award towards the top of L2 for a discussion of a few arguments relating to the decline of liberalism and some attempts to link relevant theory to modern politics (expect 1 or 2 links albeit these might be inferred).</li> <li>• Award at maximum bottom of L3 for a developed one-sided answer to the question with appropriate links made between relevant theory and modern politics.</li> <li>• Award towards the top of L3 where there is a balanced discussion of a range of arguments as to whether liberalism is in decline and a range of good links between relevant theory and modern politics are made (expect up to 4 links)..</li> <li>• Award at L4 where there is a comprehensive and balanced discussion of whether liberalism is in decline and a wide range of effective links between relevant theory and modern politics are made (expect 5 or more links).</li> </ul>

Question	Answer	Marks	Guidance
			<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] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</b></p> <ul style="list-style-type: none"> <li>• Expect most answers 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 answers 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, 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.</li> </ul>

Question	Answer	Marks	Guidance
8	<p><b>AO1:</b> Answers should display knowledge and understanding feminism.</p> <p>Answers should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of feminism – an ideology that seeks to promote the interests of females within society and to end inequality based on gender.</li> <li>• Different strands of feminism – liberal, radical and socialist</li> <li>• Core values of feminism – rejection of patriarchy, perception of otherness, gender disparities, promotion of sexual equality and liberation of women from oppression.</li> </ul> <p>Answers should be illustrated with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• Case study evidence of the growing importance of women within the political sphere (this might relate to high profile figures domestically and internationally)</li> <li>• Case study evidence on the methods used to promote female candidates and achieve approximate parity with the makeup of political institutions (evidence might be given comparing relative proportion of females in different legislatures within the UK and internationally)</li> <li>• Case study evidence on legislation designed to outlaw gender inequality (much of this related to the 1970s)</li> <li>• Case study evidence still suggesting the existence of glass ceilings within senior positions of influence (politics, media, judiciary and industry)</li> <li>• Case study evidence of continued sexism within attitudes towards prosecution of rape offenses, female exploitation in the media and wider society.</li> </ul> <p>Answers should be illustrated with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Wollstonecraft</li> <li>• Mill</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 answers 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 in practice (this might be 1 or 2 of each). Also award at this level where there are references made to modern politics but no reference 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 (this might be 3 to 7 of each). 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 (this might be 8 or more of each).</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Friedan</li> <li>• Greer</li> <li>• Millett</li> <li>• Firestone</li> </ul> <p><b>AO2:</b> Answers should discuss the significance of feminism in British politics.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• Arguments emphasising the significance of feminism and feminist causes – the promotion of gender parity through positive discrimination policies within UK political parties; legal promotion of gender equality; increasing importance of high profile female role models in politics and industry; mainstream acceptance of liberal feminist attempts to provide legal and political equality for women.</li> <li>• Arguments undermining the significance of feminism and feminist causes – resistance to positive discrimination policies resulting in party divisions; rejection of radical feminist aims for separation; social conservative and Islamic resistance to ending traditional gender stereotypes and roles; continuation of alleged sexism within western values relating to the role and status of women.</li> </ul>		<p><b>AO2 [24] – 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 answers must go beyond a description of feminism (award at maximum bottom of L2 for description only).</li> <li>• Award at L1 for a basic description of feminism (this would include very short answers).</li> <li>• Award towards the top of L2 for discussion of a few ways in which feminism can be seen as significant accepted and links made between relevant theory and modern politics (expect 1 or 2 links albeit these might be inferred).</li> <li>• Award at maximum bottom of L3 for a developed one-sided discussion and appropriate links made between relevant theory and modern politics.</li> <li>• Award towards the top of L3 where there is an attempt to consider both sides of the discussion and a range of good links made between relevant theory and modern politics (expect up to 4 links).</li> <li>• Award at L4 where there is clear and balanced discussion of the significance of feminism and a wide range of effective links made between relevant theory and modern politics (expect 5 or more links).</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</li> </ul>

Question	Answer	Marks	Guidance
			<p>based arguments and evaluation of these through application to modern politics.</p> <p><b>AO3 [6] – L4 = 6, L3 = 4–5, L2 = 2–3, L1 = 0–1</b></p> <ul style="list-style-type: none"> <li>• Expect most answers 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 answers 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, 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.</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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