



GCE

Government and Politics

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

Advanced GCE

Mark Scheme for June 2018

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

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















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

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

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

© OCR 2018

Annotations

Annotation	Meaning
	Acknowledged, credit-worthy. Page seen
	Good contemporary example/analysis
	Incorrect
	Example
	Vague
	Repetition
	Very good
	Not relevant
	Analysis
	Focus
	Spelling
	Unclear (in combination with other annotations)
	Positive (in combination with other annotations)
	Negative (in combination with other annotations)

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: Candidates should display knowledge and understanding of democracy and electoral systems.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • The definition of democracy as a system where the people rule – this may be linked to the literal translation of demos and kratos. • The key characteristics of democracy – popular participation; free, fair and regular elections; constitutional government; equality of citizenship. • Different types – representative and direct forms. • Models of democracy – classical, developmental, proletarian and protective. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • The operation of electoral systems in the UK and the EU. • Variation of electoral systems – PR, hybrid, plurality and majoritarian. • The principles behind electoral systems – proportional reflection of votes cast, provision of majority governments and a balance between the two. • Statistics relating to first and second order elections in the UK over recent years (there may also be evidence drawn from other countries to provide a contrast in types of elections and extent of democracy). <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Aristotle • Rousseau • De Tocqueville • Madison 	50	<p>AO1 [20] –</p> <p>Level 4 16–20 marks Level 3 11–15 marks Level 2 6–10 marks Level 1 0–5 marks</p> <ul style="list-style-type: none"> • In order to access the higher mark bands candidates 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 no specific reference to illustrative evidence. • Award at L3 for a range of practical illustrative examples from modern politics and specific use of relevant theorists (award towards the bottom of the level where there is a clear imbalance between examples from theory and 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"> • Bottomore • Beetham. <p>AO2: Candidates should assess the importance of electoral system to a country's claim to be democratic.</p> <p>They should consider relevant political issues. These might include:</p> <ul style="list-style-type: none"> • Whether disproportionate electoral systems negate the democratic criteria of free and fair electoral systems (there is plenty of case study evidence from recent UK general elections that can be deployed here). • Analysis of which electoral system can be considered most democratic – proportional? But at what cost to political stability (note failed referendum on electoral reform in UK albeit for a majoritarian system)? • Other features of elections that are important to democracy – regular and free (opportunities for case study comparisons here between western style elections and cases of alleged corruption e.g. Russian presidential elections). • Other features of democracies that are not related to elections – political pluralism, equality of citizenship, free speech etc. • Consideration of other types of democracy where elections play a less significant role – direct and proletarian. 		<p>AO2 [24] –</p> <p>Level 4 19–24 marks Level 3 13–18 marks Level 2 7–12 marks Level 1 0–6 marks</p> <ul style="list-style-type: none"> • Award at L1 for a basic description of democracy and or electoral systems. • Award at L2 where there are only implicit attempts to link how electoral systems operate to the operation of democracy. Also award at L2 for an essay based on the pros and cons of electoral reform or FPTP (thus lacking any democratic theory). • Award at the bottom of L3 for analysis of whether a single electoral system can claim to be democratic (this will probably be FPTP). • Award towards the top of L3 where there is analysis of the claims of a variety of electoral systems to be democratic (this may either be internally within the UK or include international examples). • Award at L4 where there is clear evaluation of the importance of electoral systems to democracy. Expect some consideration of other important factors affecting a country's democratic credentials. • Award at the top of L4 where there is clear sophistication in the evaluation.

Question	Answer	Marks	Guidance
			<p>AO3 [6] –</p> <p>Level 4 6 marks Level 3 4–5 marks Level 2 2–3 marks Level 1 0–1 marks</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • 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 candidates 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, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised. Award at a maximum of L2 for underdeveloped answers.

Question	Answer	Marks	Guidance
2	<p>AO1: Candidates should display knowledge and understanding of parliamentary sovereignty.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • A definition of sovereignty – absolute legal authority and political power residing in a specific entity. • The meaning of parliamentary sovereignty – supreme law making authority resides within the entity ‘the Monarch in parliament’. Also political sovereignty held by the executive stems from the laws passed by parliament. • Other forms of internal sovereignty – popular, pluralistic, constitutional and monarchical. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • The operation of Parliament as the law making body in the UK (much scope for case study evidence here). • Examples of limitations to UK parliamentary sovereignty – this may come in the form of European limitations on the exercise of legal sovereignty through the EU and ECHR, other international commitments affecting the exercise of political sovereignty (UN, WTO etc.), as well as domestic limitations (Scottish Parliament and Executive, referendums etc). • Evidence of elective dictatorship where the executive has usurped parliamentary sovereignty via use of royal prerogative powers (case study evidence relevant such as Miller Supreme Court case over invoking of article 50). • Evidence of the UK becoming more pluralistic in its operation of sovereignty – the rise of influential pressure groups, influence of the business and financial sectors in terms of law making and the 	50	<p>AO1 [20] –</p> <p>Level 4 16–20 marks Level 3 11–15 marks Level 2 6–10 marks Level 1 0–5 marks</p> <ul style="list-style-type: none"> • In order to access the higher mark bands candidates 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 no specific reference to illustrative evidence. • Award at L3 for a range of practical illustrative examples from modern politics and specific use of relevant theorists (award towards the bottom of the level where there is a clear imbalance between examples from theory and modern politics). There may be a greater focus on the UK or the EU in this level. • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used. Expect clear reference to the UK and EU at this level.

Question	Answer	Marks	Guidance
	<p>exercise of political sovereignty (once again plenty of case study evidence can be used here).</p> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Bodin • Rousseau • Austin • Dicey • Mill. <p>AO2: Candidates should discuss the view that the UK parliament is no longer sovereign.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • Whether the UK Parliament has retained legal sovereignty – note traditional limitations to this such as the inability of a single parliament to bind the hands of its successors (Fixed-term Parliaments Act 2011 has this contravened this principle?). Impact of the Brexit referendum on UK’s relationship with the EU, Also has devolution damaged the ability to Westminster to exercise effective sovereignty? Note UK Parliament retains the right to reverse its international commitments and rescind the powers of the devolved bodies (practicality of this? Especially in light of a Scottish referendum on independence). • Whether the UK Parliament has lost its political sovereignty – arguments over elective dictatorship, international commitments and internal influences suggest that political sovereignty has declined, or possibly never fully existed. • Is the UK moving towards another form of 		<p>AO2 [24] –</p> <p>Level 4 19–24 marks Level 3 13–18 marks Level 2 7–12 marks Level 1 0–6 marks</p> <ul style="list-style-type: none"> • Award at L1 for a basic description of sovereignty. • Award at L2 for description of how parliamentary sovereignty operates. Also award at this level for answer that focuses narrowly on the debate over the EU impact on UK sovereignty. • Award towards the bottom of L3 for a one-sided answer that either argues that the UK Parliament has lost its sovereignty or continues to retain it. • Award towards the top of L3 where there is a more balanced debate that looks at the threats and continued role of parliamentary sovereignty. If this debate is imbalanced towards the middle of L3. • Award at L4 where there is clear balanced discussion on the retention of sovereignty by the UK Parliament. This debate should include both legal and political aspects of sovereignty and cover both internal and external threats to UK parliamentary

Question	Answer	Marks	Guidance
	<p>sovereignty? Rise of pluralistic notion of sovereignty seeing it shared among various bodies dependent upon the issue involved – see influence of international and domestic organisations on economic decision making.</p> <ul style="list-style-type: none"> With the continuation of Brexit negotiations there is plenty of scope for case study evidence focusing on the issue of the extent of sovereignty held at Westminster. 		<p>sovereignty.</p> <ul style="list-style-type: none"> Award at the top of L4 where there is clear sophistication in the evaluation. <p>AO3 [6] –</p> <p>Level 4 6 marks Level 3 4–5 marks Level 2 2–3 marks Level 1 0–1 marks</p> <ul style="list-style-type: none"> Expect most candidates to reach L3 and use 4 as a default mark. 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 candidates 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, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised. Award at a maximum of L2 for underdeveloped answers.

Question	Answer	Marks	Guidance
3	<p>AO1: Candidates should display knowledge and understanding of ideological hegemony.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • The meaning of ideological hegemony – a dominant value system propagated by the media and other means of cultural reinforcement. • Marxist and post-modernist arguments over the basis of ideological hegemony and how it embeds capitalist values into Western society through manufacturing consent. • Marxist predictions of a legitimisation crisis. • The meaning of civic culture and conservative and liberal views about the promotion of cultural reinforcing mainstream values through popular participation. • Elitist theories on the existence and dominance of an elite or elite. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • Evidence of the media’s role in promoting bourgeois hegemony – this may come through case study evidence on the concentration of media ownership and evidence of media influence and indoctrination (The Leveson enquiry would provide good case study evidence). • Evidence for a dominant value system – this may come in the form of examination of the narrowness in the policies advocated by the mainstream parties or the influence of economic elites over party finances. • Evidence for increasingly passive consumer based population - case study on declining electoral turnout and membership of political parties would be relevant 	50	<p>AO1 [20] –</p> <p>Level 4 16–20 marks Level 3 11–15 marks Level 2 6–10 marks Level 1 0–5 marks</p> <ul style="list-style-type: none"> • In order to access the higher mark bands candidates 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 no specific reference to illustrative evidence. • Award at L3 for a range of practical illustrative examples from modern politics and specific use of relevant theorists (award towards the bottom of the level where there is a clear imbalance between examples from theory and modern politics). • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

Question	Answer	Marks	Guidance
	<p>here (note impact of Scottish and Brexit referendums on voter turnout as well as increased membership of the Labour Party under Corbyn).</p> <ul style="list-style-type: none"> • Evidence for continued healthy civil society through pluralistic engagement in the decision making process – case study evidence on pressure group involvement and civic engagement would be useful here. • Challenges to the existing political establishment through the rise of political populism on the left and right – Brexit, Trump, Syriza in Greece and Front National in France <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Gramsci • Chomsky • Mannheim • Berger • Puttnam • Galbraith. <p>AO2: Candidates should consider the extent to which there is ideological hegemony in the UK.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • How far there is a ruling elite/ elites – elite theory (traditional, modern and competitive) views compared to pluralist arguments over who holds power in the UK. • Is consent manufactured via the media – Marxist and post-modernist views about media influence in promoting bourgeois/ruling elite values. • Models of media influence – hypodermic, agenda- 		<p>AO2 [24] –</p> <p>Level 4 19–24 marks Level 3 13–18 marks Level 2 7–12 marks Level 1 0–6 marks</p> <ul style="list-style-type: none"> • Award at L1 for a basic description of ideology in the UK. • Award at L2 for description of the meaning of ideological hegemony – award towards the top of the level for implicit discussion over the existence of a ruling elite and manufactured consent. Also award at this level answers that only compare party ideologies

Question	Answer	Marks	Guidance
	<p>setting, filtering, rational choice etc.</p> <ul style="list-style-type: none"> • How far there is a ruling ideology – debate over a consumer based model of capitalism that dominates mainstream politics in the UK (social market consensus). Note prospects for alternative ideologies through anti-capitalist pressure groups and new forms of media providing an outlet for alternative political agendas. • Healthiness of UK civil society – levels of political participation (note changing methods of participation). • Has there been a challenge to the prevailing liberal ruling elites through the rise of political populism on the left and right? 		<p>in the UK.</p> <ul style="list-style-type: none"> • Award at the bottom of L3 for a one-sided answer – either supporting the existence of ideological hegemony or disputing its claims. • Award towards the top of L3 where there is an attempt at a balanced discussion of ideological hegemony in the UK (there maybe some unevenness in the argument). • Award at L4 where there is clear and balanced discussion of ideological hegemony. Expect at this level consideration of the role of the media in manufacturing consent as well as a debate over the existence of a ruling elite. • Award at the top of L4 where there is clear sophistication in the evaluation. <p>AO3 [6] –</p> <p>Level 4 6 marks Level 3 4–5 marks Level 2 2–3 marks Level 1 0–1 marks</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • 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 candidates 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, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised. Award at a maximum of L2 for underdeveloped answers

Question	Answer	Marks	Guidance
4	<p>AO1: Candidates should display knowledge and understanding of freedom and the central features of the Human Rights Act.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • The meaning of freedom – the capacity of individuals to make choices without external restrictions. Note also the existence of civil liberties whereby the state guarantees certain freedoms for its citizens. • Distinctions between liberty and licence – where the latter sees an encroachment upon the freedom of others by the actions of an individual (Mill’s self and other-regarding actions). • Negative and positive connotations of liberty – the former seeing freedom as inherent within the individual (born with fundamental rights and liberties), whereas the latter sees the capacity to enhance freedom throughout the removal of obstacles in the way of self-mastery. • Ideological perspectives on the meaning of a free society – classical liberal and New Right ideas on a limited state through to modern liberal and socialist views on the egalitarian promotion of freedom for all. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • Details of the Human Rights Act – incorporation into UK law of the central articles of the European Convention of Human Rights – there is scope for case study evidence of judicial rulings relating to the protection of individual rights and liberties. • Evidence of other methods of the protection of freedoms within society – public legislation promoting positive liberties (e.g. outlawing sexual, racial and disability discrimination) and judicial upholding of 	50	<p>AO1 [20] –</p> <p>Level 4 16–20 marks Level 3 11–15 marks Level 2 6–10 marks Level 1 0–5 marks</p> <ul style="list-style-type: none"> • In order to access the higher mark bands candidates 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 no specific reference to illustrative evidence. • Award at L3 for a range of practical illustrative examples from modern politics and specific use of relevant theorists (award towards the bottom of the level where there is a clear imbalance between examples from theory and modern politics). • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

Question	Answer	Marks	Guidance
	<p>residual freedoms through common law interpretation on issues such as free speech and the right to privacy.</p> <ul style="list-style-type: none"> • Evidence that the Human Rights Act has led to an abuse of freedom i.e. licence through excessive protection of individual freedoms such as the right to a private life and family and freedom of expression – specific case study evidence should be used here. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Mill • Berlin • Constant • Tawney • Rousseau • Hobbes. <p>AO2: Candidates should assess whether the Human Rights Act has made the UK a freer society.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • What is meant by a free society – different ideological perspectives on the meaning of a free society ranging from libertarian views on limiting state engagement to left-wing perspectives of maximising liberty for all. This should be linked to whether legislation enhances or limits freedoms. • What kinds of freedoms has the Human Rights Act brought in – there is scope here for consideration of negative freedoms and rights contained in the Act in the first 18 articles (such as article 5 right to liberty and security) and more positive freedoms contained in 		<p>AO2 [24] –</p> <p>Level 4 19–24 marks Level 3 13–18 marks Level 2 7–12 marks Level 1 0–6 marks</p> <ul style="list-style-type: none"> • Award at L1 for a basic description of freedoms in the UK. • Award at L2 for description of the central features of the Human Rights Act. Award towards the top of the level where there is some implicit link to the meaning of a free society. • Award at the bottom of L3 for a one-sided essay either for or against the HRA having added to UK freedoms or led to the abuse of freedom. • Award towards the top of L3 where there is a

Question	Answer	Marks	Guidance
	<p>the protocols (such the right to education in protocol 2).</p> <ul style="list-style-type: none"> • Has the Human Rights Act been responsible for the abuse of freedom through protecting individual rights and freedoms over the security of the wider community (case study evidence such as the Abu Qatada case would be relevant here). Note limitations on the operation of the HRA such as derogation. • Debate over whether the Human Rights Act should be replaced by a British Bill of Rights. 		<p>balanced argument on whether the HRA has added to UK freedoms or led to the abuse of freedom (there may be some unevenness in the argument).</p> <ul style="list-style-type: none"> • Note for L3 answers there will tend to only be an implicit appreciation of the debate over the meaning of a free society or superficial assumptions made over the meaning of a free society. • Award at L4 where there is clear and balanced evaluation of the impact of HRA in the context of the meaning of a free society. • Award at the top of L4 where there is clear sophistication in the evaluation. <p>AO3 [6] –</p> <p>Level 4 6 marks Level 3 4–5 marks Level 2 2–3 marks Level 1 0–1 marks</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • 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 candidates 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, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised. Award at a maximum of L2 for underdeveloped answers.

Question	Answer	Marks	Guidance
5	<p>AO1: Candidates should display knowledge and understanding of justice.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • The definition of justice as a morally correct judgement that allows the dispensing of both rewards and punishments based upon a clear set of agreed rules/laws. • Different forms of justice – substantive and procedural (former requiring morality to be applied in making judgements and the latter justice through the application of due process). • The meaning of social justice – ideas of needs, rights and deserts based justice. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • Evidence of whether the judicial system applies justice based on substantive or a procedural basis – there is plenty of scope for case study evidence on miscarriages of justice (Birmingham 6, Guildford 4 on increased judicial etc). • Evidence of increased judicial activism particularly post HRA and increased use of judicial review – once again case study evidence should be utilised here. Note political backlash over judicial intervention over Brexit – Miller vs Secretary of State for Exiting the EU. • Evidence of disparity in the application of justice based upon wealth and privilege (case study evidence on celebrity use of injunctions to enforce right to privacy – Ryan Giggs etc would be relevant here as would statistics upon the underrepresentation of women, ethnic minorities and the working class amongst the judiciary). 	50	<p>AO1 [20] –</p> <p>Level 4 16–20 marks Level 3 11–15 marks Level 2 6–10 marks Level 1 0–5 marks</p> <ul style="list-style-type: none"> • In order to access the higher mark bands candidates 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 no specific reference to illustrative evidence. • Award at L3 for a range of practical illustrative examples from modern politics and specific use of relevant theorists (award towards the bottom of the level where there is a clear imbalance between examples from theory and 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 for the application of justice in a social concept – case study on the allocation of rewards based upon needs, rights and deserts basis – use of welfare entitlements could be used for needs, measures designed to encourage entrepreneurship for rights and the encouragement of free-market capitalism for deserts. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Devlin • Rawls • Walzer • Locke • Marx • Nozick. <p>AO2: Candidates should assess how just is UK justice.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • What is the basis of justice in the UK – procedural and/or substantive? What are the consequences of a procedural based system upon the conception of natural justice? • Has judicial activism produced greater substantive justice or led to interference in the decisions of democratically elected politicians? • Does the narrow background of the judiciary impact upon their interpretation of justice? Does wealth inequality impact upon the application of justice? • Is the wider application of resources and awards based upon a needs, rights or deserts based criteria – thus is justice the same as equality? 		<p>AO2 [24] –</p> <p>Level 4 19–24 marks Level 3 13–18 marks Level 2 7–12 marks Level 1 0–6 marks</p> <ul style="list-style-type: none"> • Award at L1 for a basic description of the meaning of justice. • Award at L2 for description of different types of justice – award towards the top of the level where there is an implicit attempt to show how these apply in practice. • Award at the bottom of L3 for a one sided argued that the UK justice is either a just of unjust. • Award towards the top of L3 where there is a more balanced discussion of whether the UK justice is just.

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"> • Note L3 answers will tend to make generalised assumptions as to the meaning of justice (fair versus unfair most likely). • Award at L4 where there is a balanced argument that clearly defines the meaning of justice and seeks to apply criteria to its application in the UK. • Award at the top of L4 where there is clear sophistication in the evaluation. • Note candidates can access L4 without reference to justice in a social context. <p>AO3 [6] –</p> <p>Level 4 6 marks Level 3 4–5 marks Level 2 2–3 marks Level 1 0–1 marks</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • 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 candidates 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, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised. Award at a maximum of L2 for underdeveloped answers.

Question	Answer	Marks	Guidance
6	<p>AO1: Candidates should display knowledge and understanding of the key values and policies of the Conservative Party.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • A definition of conservatism as a reactionary theory that seeks to preserve past traditions and values, whilst advocating at most gradual change. • The meaning of pragmatism in comparison to ideology. • Core values of the Conservative Party – belief in negative view of human nature thus requiring the imposition of order and discipline; support for tradition and the sanctity of property; support for business and entrepreneurship; pragmatic approach to problem solving. • Types of conservatism seen within the modern UK Conservative Party – One-nation, paternalistic, New Right, liberal style ‘New Conservatism’. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • Evidence of Conservative Party pragmatism – this could come in the form of changes in Party policy to suit changing circumstances – evidence from Coalition agreement of 2010 could be used here as could policies abandoned/ adapted in the face of public and political opposition (sale of forestry land etc). Changes in Conservative Party policy as May replaced Cameron – e.g. relaxing of austerity measures • Evidence of ideological features within Conservative Party policy – case study of New Right style approaches to welfare , and pledge to extend Grammar School provision. 	50	<p>AO1 [20] –</p> <p>Level 4 16–20 marks Level 3 11–15 marks Level 2 6–10 marks Level 1 0–5 marks</p> <ul style="list-style-type: none"> • In order to access the higher mark bands candidates 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 no specific reference to illustrative evidence. • Award at L3 for a range of practical illustrative examples from modern politics and specific use of relevant theorists (award towards the bottom of the level where there is a clear imbalance between examples from theory and 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 conflicting ideological sections within the Conservative Party – The Bruges and No Turning Back Groups representing the Thatcherite New Right, Tory Reform and Bow Groups representing the one-nation wing of the party. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Burke • Disraeli • Oakeshott • Hayek • Joseph • Giddens. <p>AO2: Candidates should consider the extent to which the values and policies of the modern Conservative Party are based upon pragmatism.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • Does the Conservative Party have ideological values (are these fixed and coherent)? • Has the Conservative Party been chameleon-like in adapting to changing circumstances (move from Thatcherite New Right values to Cameron style ‘New Conservative’ liberal values)? Note influence of New Labour on Cameron’s style and approach to policy (e.g. Free schools building on Foundation schools). Note impact of Brexit in seeing Eurosceptic right set the political agenda over issue such as immigration. • Was there a common ideological thread to the Conservative dominated Coalition or has it subsumed its traditional values to the overarching need for deficit 		<p>AO2 [24] –</p> <p>Level 4 19–24 marks Level 3 13–18 marks Level 2 7–12 marks Level 1 0–6 marks</p> <ul style="list-style-type: none"> • Award at L1 for a basic description of the Conservative Party. • Award at L2 for a description of Conservative Party policies. If there is some implicit reference to ideology/ pragmatism award towards the top of this level. • Award at the bottom of L3 for a one-sided argument that the Conservative Party is pragmatic or ideological. If some underdeveloped consideration of the alternative argument award towards the centre of L3. • Award towards the top of L3 where there is a more balanced assessment (there may still be some

Question	Answer	Marks	Guidance
	<p>reduction and economic growth (or is this itself ideological – e.g. approach to reduction of the public sector)?</p> <ul style="list-style-type: none"> • How conservative is the Conservative Party – influence of other ideological strands and also factionalism within the Party? Has the ideological zeal of the New Right influenced Thatcher years been replaced by a more traditional emphasis on Tory pragmatism? • Has my shown a significant departure from Cameron’s liberal conservatism or has the agenda been set by the Brexit referendum? 		<p>imbalance in this discussion).</p> <ul style="list-style-type: none"> • Award at L4 where there is clear and balanced evaluation of the extent of pragmatism. Expect a clear analysis of the meaning of pragmatism and ideology to have been integrated into the assessment. • Award at the top of L4 where there is clear sophistication in the evaluation. <p>AO3 [6] –</p> <p>Level 4 6 marks Level 3 4–5 marks Level 2 2–3 marks Level 1 0–1 marks</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • 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 candidates 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, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised. Award at a maximum of L2 for underdeveloped answers.

Question	Answer	Marks	Guidance
7	<p>AO1: Candidates should display knowledge and understanding of economic liberalism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • The definition of economic liberalism – a strand of liberalism that prioritises freedom in economic terms above all other values and believes in limited, accountable government with a laissez-faire approach to economic matters. • Key values of economic liberalism – individual freedom in its negative form, night watchman style state which protects private property and limits regulation and intervention, representative government and free market economics. • Other strands of liberalism – welfare, new and contemporary. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • Evidence of economic liberal values within the mainstream political parties (case study evidence should be used of policies from the Liberal Democrats, Labour and Conservative Parties). • Evidence of economic liberal values shaping the dominant features of modern UK liberal democracy – themes such as free-market capitalism, private enterprise, limited state intervention and the support for private property. • Evidence of the role of other mainstream ideologies and strands of liberalism – once again case study evidence of the influence of socialist and conservative values interpreted into policy as well as the development of more modern forms of liberalism – 	50	<p>AO1 [20] –</p> <p>Level 4 16–20 marks Level 3 11–15 marks Level 2 6–10 marks Level 1 0–5 marks</p> <ul style="list-style-type: none"> • In order to access the higher mark bands candidates 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 no specific reference to illustrative evidence. • Award at L3 for a range of practical illustrative examples from modern politics and specific use of relevant theorists (award towards the bottom of the level where there is a clear imbalance between examples from theory and modern politics). • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

Question	Answer	Marks	Guidance
	<p>particularly in relation to positive forms of freedom advocating a more egalitarian view of advancement of liberty for all and a more interventionist approach for government to ensure greater social equality and justice.</p> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Smith • Locke • Smiles • Bright • Nozick. <p>AO2: Candidates should consider how influential economic liberalism is to modern UK politics.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • How influential is the key value of the free market? Does this form of unfettered capitalism still dominate over calls for greater economic equality. • Influence of the Manchester School's free-market economics over the liberal New Right's economic policies – note rejection of unfettered free-market capitalism by the Lib Democrats and Labour (note rejection of social democratic accommodation with economic liberalism in favour of socialist alternatives under Corbyn) • Does the sanctity of private property still dominate over the needs of society in general? • How far is it true that all mainstream UK parties are fundamentally liberal and if so is this economically liberal or more contemporary in outlook? 		<p>AO2 [24] –</p> <p>Level 4 19–24 marks Level 3 13–18 marks Level 2 7–12 marks Level 1 0–6 marks</p> <ul style="list-style-type: none"> • Award at L1 for a basic description of liberalism. • Award at L2 for description only of economic liberalism and its values –award towards the top of the level if there is some implicit relation to the ideas of UK political parties. • Award at the bottom of L3 where there is an attempt to assess the influence of economic liberal ideas on a single political party – this is most likely to be the Liberal Democrats. • Award towards the top of L3 where there is assessment of the influence of economic liberalism over a range of UK political parties. This may also include an assessment of the importance of other ideologies.

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none"> • Award at L4 where there is clear and balanced evaluation of the relative importance of economic liberal values across the mainstream fabric of UK politics including political parties and the UK Constitution. • Award at the top of L4 where there is clear sophistication in the evaluation. <p>AO3 [6] –</p> <p>Level 4 6 marks Level 3 4–5 marks Level 2 2–3 marks Level 1 0–1 marks</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • 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 candidates 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, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised. Award at a maximum of L2 for underdeveloped answers.

Question	Answer	Marks	Guidance
8	<p>AO1: Candidates should display knowledge and understanding of religious fundamentalism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • The meaning of religious fundamentalism – a belief in an absolute set of values stemming from strict adherence to a central religious text, thus rejecting liberal values of tolerance and secularism. • The core values of religious fundamentalism – strict adherence to a religious text, religious teaching to be the basis of law and politics, anti-modernism and secularism, and advocacy of militancy. • Different forms of religious fundamentalism – in the UK this is mainly seen through Islamic and Christian fundamentalism with limited Zionist, Hindu, Sikh and Buddhist fundamentalism. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • Evidence of the activities of fundamentalist groupings – there is scope for case study evidence on the activities of extremist Islamic fundamentalist groups (Muslims against Crusades, Islam 4UK – note the banning of these groups result in new groups being formed) and Evangelical Christian groups (e.g. Evangelical Alliance). • Evidence of religious affairs becoming mainstream political issues (issues such as same-sex marriages, abortion, stem cell research and Sharia law). • Evidence of religious voting in the UK – such as the exploiting of controversial aspects of UK foreign policy and claims of Islamophobia (Bradford West by-election 2012 and the garnering of the Islamic vote by Respect) and also traditions of religious voting in 	50	<p>AO1 [20] –</p> <p>Level 4 16–20 marks Level 3 11–15 marks Level 2 6–10 marks Level 1 0–5 marks</p> <ul style="list-style-type: none"> • In order to access the higher mark bands candidates 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 no specific reference to illustrative evidence. • Award at L3 for a range of practical illustrative examples from modern politics and specific use of relevant theorists (award towards the bottom of the level where there is a clear imbalance between examples from theory and modern politics). • Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.

Question	Answer	Marks	Guidance
	<p>Northern Irish politics.</p> <ul style="list-style-type: none"> Evidence of political tension caused by opposition to the perceived rise of fundamentalism (EDL and BNP activities could be deployed here). <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> Hobsbawn Garvey Marty Bruce Parekh. <p>AO2: Candidates should discuss why religious fundamentalism has had little impact on UK politics.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> Is religion a key political issue in UK politics? Is there evidence of political divisions along religious lines? The lack of evidence of religious voting on the UK mainland. Religion not seen as a basis of party politics in the UK. Note only in Northern Ireland are there mainstream political parties with religious undertones (Protestant Unionist parties and Catholic Nationalist/ Republican Parties), although historically there are strong links between the Conservative Party and Anglicanism and the Liberal Party and Non-conformism. How Parliament has dealt with the perceived threat of religious fundamentalism (e.g. proscription of extremist groups, Racial and Religious Hatred Act 2006). 		<p>AO2 [24] –</p> <p>Level 4 19–24 marks Level 3 13–18 marks Level 2 7–12 marks Level 1 0–6 marks</p> <ul style="list-style-type: none"> Award at L1 for a basic description of religious fundamentalism. Award at L2 for description of the main types and values of religious fundamentalism. Award towards the top of the level where there is implicit links made to modern UK politics. Also award at this level a description of the activities of different religious fundamentalist groups in the UK. Award at the bottom of L3 for a one-sided analysis of the impact of religious fundamentalism in UK politics. Award towards the top of L3 where there is a more balanced analysis of the impact of religious fundamentalism. Also award at L3 where there is an attempt to

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • How far has there been a backlash to the perceived growth of Islamic fundamentalism through right-wing extremism (Islamophobia)? • Comparison with the impact on international politics of the rise of religious fundamentalism (this could be in the form of case study evidence on European or Middle Eastern states) 		<p>analyse if there is a religious basis to politics in the UK.</p> <ul style="list-style-type: none"> • Award at L4 where there is clear and balanced analysis of whether religious fundamentalism has established a religious dimension to British politics. • Award at the top of L4 where there is clear sophistication in the evaluation. <p>AO3 [6] –</p> <p>Level 4 6 marks Level 3 4–5 marks Level 2 2–3 marks Level 1 0–1 marks</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • 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 candidates 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, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised. Award at a maximum of L2 for underdeveloped answers.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2018

