

# **Government and Politics**

Advanced GCE

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

## **Mark Scheme for January 2012**

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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
	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)

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	Mark	Guidance
1	<p><b>AO1:</b> Candidates should display knowledge and understanding of democracy in the UK and the meaning of a democratic deficit. They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Literal meaning of democracy – ‘demos’ and ‘kratos’ (rule by the people)</li> <li>• The basis of democracy in the UK – liberal democratic based upon the Westminster model</li> <li>• The meaning of a democratic deficit – deficiency in the potential opportunity for citizens to influence and control government activities.</li> </ul> <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• Recent evidence of the operation of FPTP in General Elections</li> <li>• Opportunities for popular involvement in politics (membership of political parties, pressure groups etc)</li> <li>• Evidence for the operation of undemocratic aspects within the UK political system (eg House of Lords, unelected judiciary and quangos)</li> <li>• Evidence for lack of accountability over the legislative process both at Westminster and the EU</li> <li>• Evidence for the use of direct democratic methods to consult directly the electorate.</li> </ul> <p>Candidates should illustrate their understanding with reference to relevant political thinkers. This might include:</p> <ul style="list-style-type: none"> <li>• Rousseau</li> <li>• Mill</li> <li>• Beetham</li> <li>• Dahl</li> <li>• C Wright Mills</li> </ul>	50	<p><b>AO1 [20] – L4 = 16-20, L3 = 11-15, L2 = 6-10, L1 = 0-5:</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics.</li> <li>• Award at L2 for generalised understanding only, with no specific reference to illustrative evidence.</li> <li>• 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 clear imbalance between examples from theory and modern politics).</li> <li>• Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.</li> </ul>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Galbraith</li> <li>• Puttnam.</li> </ul> <p><b>AO2:</b> Candidates should consider the extent to which the UK suffers from a democratic deficit.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• Institutional deficiencies within the UK political system – undemocratic aspects such as the parliamentary as opposed to popular sovereignty, the influence of the unelected House of Lords and judiciary, problems over the representative nature of MPs, and issues relating to the lack of accountability of EU decision making</li> <li>• Procedural deficiencies – lack of accountability of FPTP and low turnouts, and limited opportunities for direct input of citizens into the decision-making process</li> <li>• Cultural deficiencies – neo-pluralist criticisms of unequal influence of pressure groups, Marxist critique of political rather than economic democracy</li> <li>• Attempts to balance the argument with continued emphasis upon accountable government, opportunities for political engagement (parties, pressure groups, calls for greater use of referenda and ‘e’ democracy) and calls for reform (elected upper chamber, electoral reform and recall votes)</li> <li>• Note various investigations into the health of UK democracy such as the Power Report.</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>• In order to access the higher mark bands candidates should avoid just describing how democracy operates in the UK (award at L2 for description only).</li> <li>• Award at the bottom of L3 where understanding is shown of the meaning of a democratic deficit and mainly implicit attempts made to apply to the UK.</li> <li>• Award at the top of L3 where there is a clear focus on aspects of UK democracy that can be regarded as having a democratic deficit.</li> <li>• Award at L4 where candidates are willing to also consider the extent of a democratic deficit, thus giving some balance to the answer.</li> <li>• Award at the top of L4 where there is sophistication and clear balance in the argument with possibly some explanation of why a democratic deficit can be considered beneficial.</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 candidates to reach L3 and use 4 as a default mark.</li> <li>• Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>• For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>• At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.</li> </ul>

Question	Answer	Mark	Guidance
2	<p><b>AO1:</b> Candidates should display knowledge and understanding of the models of the role played by the state in modern politics. They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The various models on the role of the state – eg night-watchman, developmental, social democratic (welfare), collectivist and totalitarian</li> <li>• Methods of state interventionism – eg provision of public services, taxation and limits imposed upon on individual actions and freedoms</li> <li>• The operation of the UK state – eg welfare provisions, law and order, protection of national security, regulation and intervention in the economy.</li> </ul> <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• Evidence for the operation of each model –</li> <li>• Night-watchman – setting up of independent Bank of England Monetary Committee to lessen role of the state in setting interest rates, scaling back of state during Thatcher years (note coalition attempts to scale back state commitments – pragmatic?) and promoting law and order agenda</li> <li>• Developmental – Keynesian-style state intervention to promote economic growth, partnership-style economic schemes to encourage private sector investment (eg PFI)</li> <li>• Social democratic – creation of welfare state, redistributive taxation system and belief in state provision of key public services such as health care and education</li> <li>• Collectivist – former nationalisation of key industries 1945-79, state ownership of Northern Rock and other bank bailouts</li> </ul>	50	<p><b>AO1 [20] – L4 = 16-20, L3 = 11-15, L2 = 6-10, L1 = 0-5:</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics.</li> <li>• Award at L2 for generalised understanding only, with no specific reference to illustrative evidence.</li> <li>• 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 clear imbalance between examples from theory and modern politics).</li> <li>• Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.</li> </ul>



Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Totalitarian – Accusations of growing state powers relating to domestic security eg use of CCTV cameras, strengthening of anti-terrorism legislation such as 28 and potential 42 day detention powers (note coalition government plans to repeal some of this legislation).</li> </ul> <p>Candidates should illustrate their understanding with reference to relevant political thinkers. This might include:</p> <ul style="list-style-type: none"> <li>• Hobbes</li> <li>• Locke</li> <li>• Rousseau</li> <li>• Marx</li> <li>• Keynes</li> <li>• Nozick.</li> </ul> <p><b>AO2:</b> Candidates should discuss the relevance of the different models of the state in western democracy.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• The extent of state interventionism used in the UK and other western democracy balanced against role of the individual and private sector</li> <li>• Changing ideological basis of the UK politics eg move from laissez faire style state in pre 20<sup>th</sup> century Britain to more interventionist – social democratic/ collectivized state following WWII, but retreat from interventionism post 79 under Thatcher and finally social market consensus post 97</li> <li>• Party political differences on the role of the state, note debate over the emergence of greater consensus and</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>• In order to access the higher mark bands candidates must avoid just describing the models (award at L2 for description only).</li> <li>• Award towards the bottom of L3 where some implicit attempt is made to discuss the relevance of the models to the UK (often in the conclusion).</li> <li>• Award towards the top of L3 where there is clear application of the models, evaluating the theory through modern specific application.</li> <li>• Award at L4 where there is a clear and consistent attempt to distinguish the models and highlight which best applies to the UK.</li> <li>• Award towards the top of L3 where there is clear sophistication in the analysis.</li> </ul>

Question	Answer	Mark	Guidance
	<p>ideological convergence</p> <ul style="list-style-type: none"> <li>• The relevance of the Marxist view on the bourgeois state.</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 candidates to reach L3 and use 4 as a default mark.</li> <li>• Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>• For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>• At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.</li> </ul>

Question	Answer	Mark	Guidance
3	<p><b>AO1:</b> Candidates should display knowledge and understanding of the concept of authority and how it is achieved by governments. They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of authority, legitimacy and consent</li> <li>• Different types of authority (legal-rational, traditional and charismatic)</li> <li>• The concept of a democratic mandate as opposed to appeal to national interest.</li> </ul> <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• The outcome of recent elections (eg extent of electoral mandate)</li> <li>• Evidence of modern day constitutions, guiding the operation of government (eg separation of powers and the rule of law)</li> <li>• Evidence of government adhering to populist policies to maintain public approval (eg appeal of anti-terror legislation post 9/11)</li> <li>• Evidence of charismatic politicians, both within democratic and dictatorial regimes (eg Obama, Blair and Cameron as opposed to Mussolini, Hitler and Stalin)</li> <li>• Continued influence of traditional aspects of features of government (lords and monarchy in the UK and the exercise of royal prerogative powers by UK prime ministers).</li> </ul> <p>Candidates should illustrate their understanding with reference to relevant political thinkers. This might include:</p> <ul style="list-style-type: none"> <li>• Weber</li> <li>• Beetham</li> <li>• Locke</li> </ul>	50	<p><b>AO1 [20] – L4 = 16-20, L3 = 11-15, L2 = 6-10, L1 = 0-5:</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics.</li> <li>• Award at L2 for generalised understanding only, with no specific reference to illustrative evidence.</li> <li>• 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 clear imbalance between examples from theory and modern politics).</li> <li>• Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.</li> </ul>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Marx</li> <li>• Arendt</li> <li>• Reich</li> <li>• Scruton.</li> </ul> <p><b>AO2:</b> Candidates should discuss how authority is best bestowed upon governments.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• How democratic governments rely upon legal-rational forms of authority stemming from constitutional restraints, continued popular approval and above all electoral mandate</li> <li>• Reliance in democracy on other forms of authority – particularly charismatic in relation to the rise of presidential style politics</li> <li>• Marxist and elitist critique of the manufacturing of authority through ideological hegemony in democratic regimes</li> <li>• Comparisons with the bestowing of authority in dictatorships that operate through an appeal to national interest (General Will) often enforced by fear of coercion and development of a leadership cult</li> <li>• Conservative attitudes towards the inevitability and desirability of authority based upon traditional notions of obligation.</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>• Candidates should avoid just describing types of authority and achievement of consent (award at L2 for description only).</li> <li>• Award towards the bottom of L3 where there is some implicit attempt to discuss how authority is bestowed.</li> <li>• Award towards the top of L3 where there is a clear attempt to consider how authority is bestowed, evaluating the theory through practical application.</li> <li>• Award at L4 where there is consistent evaluation of the best method to bestow authority.</li> <li>• Award towards the top of L4 where there is clear sophistication in the analysis.</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 candidates to reach L3 and use 4 as a default mark.</li> <li>• Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>• For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>• At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.</li> </ul>

Question	Answer	Mark	Guidance
4	<p><b>AO1:</b> Candidates should display knowledge and understanding of social justice and the meaning of the UK welfare state. They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of social justice and its various forms – deserts, needs and rights</li> <li>• The meaning and operation of the welfare state in the UK</li> <li>• Party and ideological attitudes towards the operation and reform of the welfare state</li> <li>• The extent of poverty and social exclusion in the UK.</li> </ul> <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• Universal benefits and state provisions in the UK including state education, health care, pensions, child and maternity benefits</li> <li>• The use of targeted and means tested benefits including child tax credit and incapacity benefit</li> <li>• Proposals for reform of the welfare state including New Right focus upon charity, Third Way Public Private Partnerships, greater means-testing and targeting of resources.</li> </ul> <p>Candidates should illustrate their understanding with reference to relevant political thinkers. This might include:</p> <ul style="list-style-type: none"> <li>• TH Green</li> <li>• Hayek</li> <li>• Nozick</li> <li>• Friedman</li> <li>• Miller</li> <li>• Rawls.</li> </ul>	50	<p><b>AO1 [20] – L4 = 16-20, L3 = 11-15, L2 = 6-10, L1 = 0-5:</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics.</li> <li>• Award at L2 for generalised understanding only, with no specific reference to illustrative evidence.</li> <li>• 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 clear imbalance between examples from theory and modern politics).</li> <li>• Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.</li> </ul>

Question	Answer	Mark	Guidance
	<p><b>AO2:</b> Candidates should assess how far the modern welfare states achieve social justice.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• Debate over the meaning of social justice – conservative and New Right support for deserts-based argument, classical liberal support for rights-based and modern liberal/socialist support for needs-based social justice</li> <li>• The aims of the welfare state – eradication of poverty and other forms of social deprivation, achievement of full potential and reduce social inequality</li> <li>• Support for the welfare state from modern liberal and social democratic perspectives as a dynamic for social mobility, egalitarianism and social inclusion</li> <li>• Criticisms of the welfare by right wing theorists – creation of welfare dependency, reduce efficiency of competition, hand-outs not hand-ups</li> <li>• Rise of social exclusion through creation of underclass and declining social mobility</li> <li>• Changes to welfare state since 79 – rolling back the state under Conservatives 79-97 and Third Way focus upon personal responsibility but support for state-centred solutions.</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>• In order to access the higher mark bands candidates must go beyond descriptions of welfare state issues (award at L2 for description only).</li> <li>• Award towards the bottom of L3 where there is implicit attempts to relate ideas of social justice to the operation of the welfare state.</li> <li>• Award towards the top of L3 where there is clear application of the varying models of social justice to the operation of the welfare state.</li> <li>• Award at L4 answers where there is an acute appreciation of the nature of the welfare state and how it relates to the 3 types of social justice models.</li> <li>• Award at the top of L4 where there is clear sophistication in the analysis.</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 candidates to reach L3 and use 4 as a default mark.</li> <li>• Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>• For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>• At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.</li> </ul>

Question	Answer	Mark	Guidance
5	<p><b>AO1:</b> Candidates should display knowledge and understanding of the meaning of direct action and terrorism. They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of direct action – deliberate attempt to carry out action that violates lesser laws in defence of a higher moral purpose often pursued by outsider pressure groups (civil disobedience in practice)</li> <li>• The meaning of terrorism – an act of violence carried out mainly against civilians with the intention of creating terror or fear with the possible purpose of removing a particular regime or forcing a change in policy (note distinction with freedom fighters where repressed grouping resort to violence against a repressive regime as no alternative opportunities for political action are available).</li> </ul> <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• Examples of the use of direct action – various opportunities for case study evidence such as Plane Stupid, Countryside Alliance, Anti-War Lobby, Fuel Protests and anti-vivisection groups</li> <li>• Examples of the use of terrorism – eg Al Qaeda, ETA and Real IRA (note also potential controversial examples of supposed freedom fighters such as ANC in apartheid South Africa)</li> <li>• Examples of other opportunities for public engagement (eg reference to elections, petitions, lobbying, and publicity campaigns etc).</li> </ul> <p>Candidates should illustrate their understanding with reference to relevant political thinkers. This might include:</p> <ul style="list-style-type: none"> <li>• Locke</li> </ul>	50	<p><b>AO1 [20] – L4 = 16-20, L3 = 11-15, L2 = 6-10, L1 = 0-5:</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics.</li> <li>• Award at L2 for generalised understanding only, with no specific reference to illustrative evidence.</li> <li>• 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 clear imbalance between examples from theory and modern politics).</li> <li>• Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.</li> </ul>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Thoreau</li> <li>• Martin Luther King</li> <li>• Gandhi</li> <li>• Honderich</li> <li>• Hobbes</li> <li>• De Maistre.</li> </ul> <p><b>AO2:</b> Candidates should discuss the theoretical and practical justifications for direct action and terrorism. They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• Potential justifications for direct action – appeal to higher moral law and personal conscience (note appeal made by environmental and anti-vivisection groups) and criticism of unjust laws (eg Fuel Protestors and Countryside Alliance)</li> <li>• Potential justifications for terrorism – no alternative opportunities for political engagement (ANC), challenge repressive regimes ( Hamas and Israeli influence in Palestinian territories) and appeals to religious justification (Al Qaeda and jihad)</li> <li>• Criticism of direct action – dangers of moral relativism and undermining rule of law, alternative opportunities for political involvement within democracies and undermining of organic nature of society</li> <li>• Criticism of terrorism – can it ever be just to use violence especially within a democracy (note views of Gandhi and satyagraha), disproportionality of actions (9/11 and 7/7 bombings), lacks authority in international law.</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>• Candidates must go beyond description of direct action and terrorist activities to access the higher mark bands (award at L2 for description only).</li> <li>• Award at the bottom of L3 where there is a one-sided attempt to cover potential justifications, or a balanced assessment of only one topic (direct action or terrorism).</li> <li>• Award towards the top of L3 where there is an attempt to cover both arguments for and against direct action and terrorism (there might still be some imbalance between coverage of direct action and terrorism).</li> <li>• Award at L4 for a balanced assessment of the arguments justifying direct action and terrorism (there should be balanced coverage of both).</li> <li>• Award at the top of L4 where there is clear sophistication in the analysis.</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 candidates to reach L3 and use 4 as a default mark.</li> <li>• Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>• For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>• At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.</li> </ul>



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6	<p><b>AO1:</b> Candidates should display knowledge and understanding of the New Right. They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of the New Right – liberal New Right - monetarist policy linked to classical liberal economic themes; conservative New Right - belief in strong centralised government, traditional moral values, strong support for the nation state and expansion of liberal democracy</li> <li>• Party ideologies of the mainstream British parties.</li> </ul> <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• Use of New Right policies under Thatcher and continuation of Thatcherite economic policies post-1990 (declining public ownership, emphasis on low inflation and free market competition, introduction of private sector methods and involvement in delivering public services) – evidence should come from a range of governments post-1990</li> <li>• The influence of the New Right in other countries such as the US</li> <li>• Emphasis upon law and order and personal responsibility agenda across a range of governments</li> <li>• Expansion of rights-based culture and increased acceptance of moral relativism post-97.</li> </ul> <p>Candidates should illustrate their understanding with reference to relevant political thinkers. This might include:</p> <ul style="list-style-type: none"> <li>• Smith</li> <li>• Hayek</li> <li>• Friedman</li> <li>• Joseph</li> </ul>	[50]	<p><b>AO1 [20] – L4 = 16-20, L3 = 11-15, L2 = 6-10, L1 = 0-5:</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics.</li> <li>• Award at L2 for generalised understanding only, with no specific reference to illustrative evidence.</li> <li>• 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 clear imbalance between examples from theory and modern politics).</li> <li>• Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.</li> </ul>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Kristol.</li> </ul> <p><b>AO2:</b> Candidates should assess the influence of the New Right on modern politics.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• The influence of the New Right agenda on the Conservative Party post-1990 – this should include shift to the right post-97 until election of Cameron and emphasis upon features of compassionate conservatism (note Cameron-led coalition response to the economic recession – pragmatic or ideological?)</li> <li>• Influence upon New Labour and Third Way in policies particularly acceptance of financial deregulation and growth in private sector competition in providing public services (eg PFI)</li> <li>• Rejection of neo-conservative policies such as homosexuality and abortion post-1997</li> <li>• Attempts by the coalition government to cut back the size of the state (Cameron and Big Society, not big government and Osborne’s emergency budget June 2010 cutting £40 billion from state expenditure)</li> <li>• Influence of New Right neo-conservatism on British and US foreign policy (eg Iraq and Afghanistan)</li> <li>• Influence of the New Right on rejection of large government in the US and reaction to Obama’s federal measures to deal with the credit crunch and ensuing recession</li> <li>• Has there been a continuation of the New Right agenda or the creation of a new social market agenda?</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>• Candidates should go beyond description of New Right ideas to access the higher mark bands (award at L2 for description only).</li> <li>• Award towards the bottom of L3 where there is largely an implicit attempt to apply New Right ideas to modern politics (this may often be generalised comments on government policy).</li> <li>• Award towards the top of L3 where there is clear application of New Right theory and attempts at balance in the argument.</li> <li>• Award at L4 where there is acute appreciation of the influence of New Right theory and balanced analysis across a range of recent governments.</li> <li>• Award at the top of L4 where there is clear sophistication in the analysis.</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 candidates to reach L3 and use 4 as a default mark.</li> <li>• Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>• For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>• At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.</li> </ul>

Question	Answer	Mark	Guidance
7	<p><b>AO1:</b> Candidates should display knowledge and understanding of the ideas and policies of the UK Liberal Democrat Party and the ideas of liberalism. They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of liberalism – an ideology that focuses upon protection and enhancement of individual liberty through constitutional limitations upon the state</li> <li>• Themes of liberalism – eg freedom, toleration, foundational equality and opportunity, atomism, pluralism and constitutionally limited government</li> <li>• Distinction between forms of liberty – negative and positive</li> <li>• The background of the Liberal Democrat Party – merging of the former UK Liberal Party and the Social Democratic Party.</li> </ul> <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• Examples of Liberal Democrat policies and recent manifesto commitments that can be described as liberal (eg support for the Human Rights Act, opposition to encroachments on civil liberties – ID Cards, ASBOs, 28 day detention, campaign for constitutional reforms – electoral, House of Lords and written constitution)</li> <li>• Examples of Liberal Democrat Party stances that have moved away from liberal themes (evidence can come from support for Conservative policies within the Con-Lib Dem Coalition – eg Emergency Budget cut backs 2010, continuation of anti-terrorism legislation and acceptance of non-EU immigration cap). Note also claim that Liberal</li> </ul>	50	<p><b>AO1 [20] – L4 = 16-20, L3 = 11-15, L2 = 6-10, L1 = 0-5:</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics.</li> <li>• Award at L2 for generalised understanding only, with no specific reference to illustrative evidence.</li> <li>• 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 clear imbalance between examples from theory and modern politics).</li> <li>• Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.</li> </ul>

Question		Mark	Guidance
	<p>Democrats became more social democratic in advocating policies of greater redistribution – eg ‘mansion tax’ and support for 50p tax band.</p> <p>Candidates should illustrate their understanding with reference to relevant political thinkers. This might include:</p> <ul style="list-style-type: none"> <li>• Locke</li> <li>• Mill</li> <li>• TH Green</li> <li>• Berlin</li> <li>• Beveridge</li> <li>• Giddens.</li> </ul> <p><b>AO2:</b> Candidates should discuss the extent to which the UK Liberal Democrat Party is liberal.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• Different types of liberalism – classical, new and welfare – note different policies that can be traced back to classical liberalism and others to new liberalism</li> <li>• Arguments that aspects of Liberal Democrat policy can be seen protecting negative liberty and others that promote positive liberty</li> <li>• Arguments over the influence of social democracy on the Lib Dems, especially post-merger under the leadership of Ashdown, Kennedy and Campbell (note also economic proposals of Cable in the 2010 Manifesto)</li> <li>• Arguments that under Clegg party has moved to the right, agreeing to aspects of conservatism in the coalition (note Cameron’s compassionate</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>• Candidates should go beyond description of Liberal Democrat proposals and/or themes of liberalism to access the higher mark bands (award at L2 for description only).</li> <li>• Award at the bottom of L3 where there are links made between aspects of Liberal Democrat Party policies and themes of liberalism.</li> <li>• Award towards the top of L3 if there is also an attempt to highlight some areas where the party goes beyond liberalism.</li> <li>• Award at L4 where there is a clear focus on how far the Liberal Democrat Party can be considered liberal with clear application of party policies and ideals.</li> <li>• Award at the top of L4 where there is clear sophistication in the analysis.</li> </ul>

Question			Answer	Mark	Guidance
			<p>conservatism and links to liberal themes) and development of 'tough liberalism'</p> <ul style="list-style-type: none"> <li>Understanding of the breadth of the concept of liberalism and how it underpins the mainstream of British 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 candidates to reach L3 and use 4 as a default mark.</li> <li>Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.</li> </ul>

Question	Answer	Mark	Guidance
8	<p><b>AO1:</b> Candidates should display knowledge and understanding of environmentalism. They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of environmentalism</li> <li>• Various forms of environmentalism including liberal environmentalism and ecologism</li> <li>• Environmental concerns including global warming, depletion of energy resources and the necessity for restructuring of relationship between humanity and nature.</li> </ul> <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> <li>• Party policy on environmental issues – eg Conservative ‘Vote blue go green’ agenda, New Labour signing up to Kyoto Protocol and support for reduction in carbon emissions, Liberal support for green taxes</li> <li>• Role of environmental pressure groups eg Greenpeace, Friends of the Earth and Plane Stupid</li> <li>• Green Party success in local politics and EU Parliament elections and Caroline Lucas’ victory 2010</li> <li>• Green Party involvement in coalition governments in Germany</li> <li>• EU targets on carbon emissions and the use of renewable energy.</li> </ul> <p>Candidates should illustrate their understanding with reference to relevant political thinkers. This might include:</p> <ul style="list-style-type: none"> <li>• Lovelock</li> <li>• Porritt</li> <li>• Bookchin</li> </ul>	50	<p><b>AO1 [20] – L4 = 16-20, L3 = 11-15, L2 = 6-10, L1 = 0-5:</b></p> <ul style="list-style-type: none"> <li>• In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics.</li> <li>• Award at L2 for generalised understanding only, with no specific reference to illustrative evidence.</li> <li>• 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 clear imbalance between examples from theory and modern politics).</li> <li>• Award at L4 where there is a thorough and sophisticated variety of factual and theory evidence used.</li> </ul>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Capra</li> <li>• Naess.</li> </ul> <p><b>AO2:</b> Candidates should discuss the impact of environmentalism on modern politics.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> <li>• The growth in popular support for environmental issues</li> <li>• The impact of lobbying by environmental pressure groups on the expansion of nuclear building programme and Heathrow expansion (eg Plane Stupid)</li> <li>• Party inclusion of environmental issues in their manifestos and policy statements (eg Cameron's 'vote blue go green' approach)</li> <li>• Resistance to lifestyle changes through unpopularity of higher energy and fuel costs and other green taxes</li> <li>• Limited political support for ecologism and the restructuring of human lifestyles and industry</li> <li>• Pressures on globalisation and third world industrialisation</li> <li>• Failure of leading global CO2 producers to sign up to the Kyoto Protocol and disappointment of the Copenhagen Conference</li> <li>• Victory of Caroline Lucas in the 2010 Brighton Pavilion seat and also success of the Greens in local and European elections.</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>• Candidates must go beyond description of environmental issues to access the higher mark bands (award at L2 for description only).</li> <li>• Award towards the bottom of L3 where there are largely implicit attempts to discuss the impact of environmentalism to the modern political agenda.</li> <li>• Award towards the top of L3 where there is clear discussion of the impact of environmentalism with attempts to apply relevant theory to issues on the modern political agenda.</li> <li>• Award at L4 where there is a clear link established between environmental theories and their relevance to the modern political agenda and a balanced attempt to consider extent of impact.</li> <li>• Award at the top of the level where there is clear sophistication in the analysis.</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 candidates to reach L3 and use 4 as a default mark.</li> <li>• Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>• For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>• At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.</li> </ul>

**APPENDIX 1**

## Advanced GCE Assessment Matrix

There are **four** levels of assessment of all three AOs in the A2 units. Level 4 is the highest level that can reasonably be expected from a candidate at the end an Advanced GCE course.

Level	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
4	Thorough and accurate knowledge and clear and detailed understanding of relevant concepts, ideas and political systems. Ability to make valid comparisons between them.	High level of skill in the interpretation, analysis and evaluation of relevant political information (including, the identification of parallels, connections, similarities and differences between aspects of the political systems studied). Ability to recognise bias and faulty argument and to reason effectively towards an individual and informed conclusion.	Ability to distinguish relevant and important factors correctly and integrate these into a balanced, well-focused argument. Ability to communicate this clearly and present it legibly and logically in fluent coherent style containing few, if any, errors of grammar, punctuation and spelling.
3	Good knowledge and understanding of relevant concepts, ideas and political systems. Ability to make some valid comparisons between them.	Good level of skill in the interpretation, analysis and evaluation of the relevant political issues (including, the identification of parallels, connections, similarities and differences between aspects of the political systems studied). Some attempt to recognise bias and faulty argument and to reason sensibly towards a sound conclusion.	Ability to identify the most important factors and present a relevant argument legibly and clearly if, at times, lacking incisiveness. There may be occasional errors of grammar, punctuation and spelling.
2	Limited knowledge and understanding of relevant concepts, ideas and political systems. Limited awareness of standard points of comparison.	Limited level of skill in the interpretation, analysis and evaluation of the relevant political issues (including, the identification of parallels, connections, similarities and differences between aspects of the political systems studied). Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. Reasoning may be incomplete and, while opinions may be offered, they are unlikely to be supported by argument.	Limited attempt to distinguish relevant material, which is assembled into a limited argument with some sense of order and legibility. There may be some errors of grammar, punctuation and spelling.
1	Basic and generalised knowledge and understanding of relevant concepts, ideas and political systems. Such knowledge and understanding will be incomplete and/or of tenuous relevance and may contain significant errors. Basic awareness of standard points of comparison.	Basic skill in the interpretation, analysis and evaluation of some of the relevant political issues (including, the identification of parallels, connections, similarities and differences between aspects of the political systems studied). Basic attempt to explain the simpler points central to the question and it is likely that only one viewpoint will be recognised. There will be little evidence of reasoning.	An attempt is made to shape an argument at a basic level, which lacks coherence, legibility and direction, and is unselective. Contains intrusive errors of grammar, punctuation and spelling.



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