GCE

Government and Politics

Advanced GCE

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

Mark Scheme for June 2012

Annotations

Annotation	Meaning
✔	Acknowledged, credit-worthy Page seen
✔₊	Judgement of extent
✘	Incorrect
EG	Use of specific example
V	Vague
R	Repetition
VG	Very good
T	Theorist
A	Analysis
F	Focus
S	Spelling
?	Unclear (in combination with other annotations)/loss of focus
✚	Positive (in combination with other annotations) = similarities/arguments in favour
▬	Negative (in combination with other annotations) = differences/arguments against

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			**AO1:** Candidates should display knowledge and understanding of the models of representation. They should display understanding of some of the following: • The meaning of representation • The needs of a representative democracy • The models of representation – trustee, delegate, mandate, resemblance. Candidates should illustrate their understanding with reference to modern politics. This might include: • The role of UK MPs • Statistics on the socio-economic, gender and ethnicity of MPs • Evidence of representation internationally and sub-nationally • Evidence of backbench rebellions – eg rebellions over Iraq, 28 and 42 day detention, tuition fees and ID cards • Backlash against MPs in light of the expenses scandal. Candidates should illustrate their understanding with reference to relevant political thinkers. This might include: • Burke • Mill • Paine • Bevan.	50	**AO1 [20] – L4 = 16-20, L3 = 11-15, L2 = 6-10, L1 = 0-5:** • In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics. • 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 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.
			AO2: Candidates should discuss whether the resemblance model of representation best suits the needs of a representative democracy.		**AO2 [24] – L4 = 19-24, L3 = 13-18, L2 = 7-12, L1 = 0-6:** • Candidates should go beyond just describing the different models in order to access the higher mark bands (award at L2 for description only). • Award at the bottom of L3 where there is an implicit attempt to discuss the relevance of each model or only resemblance model discussed

Question			Answer	Mark	Guidance
			They should analyse relevant political issues. These might include: • Criteria for assessing the needs of a representative democracy – eg free, fair and regular elections, degree of accountability, representation of all interests and reflection of public opinion • Strengths and weaknesses of each model – • Resemblance – proportional reflection of all interests versus unfair quotas • Trustee – focus upon MPs' independence versus limited interim accountability • Delegate – reflective of constituency opinion versus removal of independence. Use of consultative referendums and e-petitions • Mandate – clear choice of policy platforms versus slaves to party platforms • Discussion of influence on individual MPs – party, constituency and personal interest • International comparisons on the activities and makeup of national and sub national assemblies		• Award towards the top of L3 where all models have been discussed, but there is an imbalance in the effectiveness of the discussion (if only some of the models have been discussed award towards the bottom of the level). • Award at L4 where there is effective and balanced discussion of each model and a clear assessment of which model (or combination of models) best describes the role of different elected representatives. • Award at the top of L4 where there is clear sophistication in the analysis. **AO3 [6] – L4 = 6, L3 = 4-5, L2 = 2-3, L1 = 0-1:** • 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 the essay. • 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.

Question	Answer	Mark	Guidance
2	**AO1:** Candidates should display knowledge and understanding of sovereignty in the UK and potential threats. They should refer to some of the following: • The meaning of sovereignty – absolute legislative and political power (note distinction between internal and external sovereignty) • How sovereignty operates in the UK – the role of parliamentary sovereignty • The role of the UK within the EU and also the development of asymmetrical devolution. Candidates should illustrate their understanding with reference to modern politics. This might include: • Evidence of threats to UK national sovereignty – • EU – primacy of EU legislation over domestic (see Factortame) and moves towards greater federalism (failure of EU Constitution and developments with the Lisbon Treaty) • International obligations – evidence of Britain's international commitments (eg NATO, UN, WTO, IMF and ECHR) • Evidence of the impact of globalisation – eg impact of the collapse of Lehman Brothers on UK financial institutions and the credit crunch • Evidence of impact of threats from devolution – change from Scottish Executive to Government and devolution increasing role of devolved politicians (eg Kenny MacAskill and release of Al Megrahi). Candidates should illustrate their understanding with reference to relevant political thinkers. This might include: • Dicey • Mill • Austin	50	**AO1 [20] – L4 = 16-20, L3 = 11-15, L2 = 6-10, L1 = 0-5:** • In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics. • 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 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	Mark	Guidance
	• Klein • Wallerstein.		
	AO2: Candidates should assess the extent to which UK sovereignty is under threat. They should analyse relevant political issues. These might include: • Arguments relating to the potential threats to UK sovereignty from international commitments and sub-national developments in devolution (EU membership, other international organisations, globalisation and Scottish devolution) • Marxist and post-modernist perspectives on the demise of the nation-state in relation to international economic, cultural and political globalisation • Note above threats primarily relating to the operation of internal sovereignty, threats to external sovereignty not so apparent in the UK, although potential for UK foreign policy to be subsumed into EU common foreign policy post-Lisbon • Arguments against threat to UK sovereignty - eg withdrawal from international organisations and obligations and repeal of devolution – how realistic are the prospects for this course of action? • Changing nature of legal and political sovereignty		**AO2 [24] – L4 = 19-24, L3 = 13-18, L2 = 7-12, L1 = 0-6:** • Candidates must go beyond description of developments in relation to UK sovereignty to access the higher mark bands (award at L2 for description only). • Award at the bottom of L3 if one-sided argument developed, or if only one threat discussed (probably the EU). • Award towards the top of L3 if a variety of threats discussed and some attempt at balance given. • Award at L4 where there is a balanced assessment of a range of potential threats and a clear appreciation of the concept of sovereignty. • Award at the top of L4 where there is clear sophistication in the analysis. **AO3 [6] – L4 = 6, L3 = 4-5, L2 = 2-3, L1 = 0-1:** • 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 the essay. • 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.

Question	Answer	Mark	Guidance
3	**AO1:** Candidates should display knowledge and understanding of civic culture in the UK. They should refer to some of the following: • The meaning of civic culture – patterns of orientation relating to the political system involving the long term association between the citizens and the state • Types of civic culture – participant, subject and parochial (note UK seen as having a participant culture) • Meaning of ideological hegemony – the ability of a ruling elite to exert its authority through control of the cultural channels • The meaning of social capital – the tools that build civic engagement (eg education) that promotes a healthy civic culture. Candidates should illustrate their understanding with reference to modern politics. This might include: • Evidence of civic engagement in the political process – eg membership of political parties and pressure groups, turnout at elections and involvement in civic associations (eg Neighbourhood Watch and voluntary groups) • Attempts by politicians to encourage civic engagement – note Cameron's Big Society idea and new Labour's communitarian experiments with community action projects (eg Tower Hamlets) • Evidence of ideological hegemony – dominance of business pressure groups through insider status and role in policy communities (eg influence of News International in shaping the political agenda) • Evidence for a decline in social capital – declining membership in civic organisations and poor turnout in local referendums and initiatives.	50	**AO1 [20] – L4 = 16-20, L3 = 11-15, L2 = 6-10, L1 = 0-5:** • In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics. • 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 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	Mark	Guidance
	Candidates should illustrate their understanding with reference to relevant political thinkers. This might include: • Almond and Verba • Marx and Engels • Gramsci • C Wright Mills • Galbraith • Putnam. **AO2:** Candidates should discuss the health of UK civic culture. They should analyse relevant political issues. These might include: • Traditional perspective of UK society as a participant civic culture, with citizens believing they are able to influence government, in comparison to totalitarian regimes with a subject culture based on obedience (note UK traditionally also exerted aspects of subject culture through deference to traditional institutions) and parochial culture in countries such as Italy, lacking strong allegiance to the nation-state. Note Almond and Verba saw UK coming closest to a healthy civic culture • Almond and Verba argued declining participation symptomatic of a mature democracy (note parallels with Galbraith's theories) • Critics argue that deference not a sign of healthy democracy and argue that social capital has declined leading to an increasing decline in legitimacy in modern democracy ('Bowling Alone' thesis) • Application of evidence for declining civic participation and attempts by politicians to reverse this trend (citizens' juries, online petitions, open primaries, recall votes etc)		**AO2 [24] – L4 = 19-24, L3 = 13-18, L2 = 7-12, L1 = 0-6:** • Candidates should go beyond describing the basis of the UK civic culture to access the higher mark bands (award at L2 for description only). • Award towards the bottom of L3 where there are attempts to apply theories of civic culture to UK society (this may be often implicit). • Award towards the top of L3 where candidates try and develop a balanced argument as to whether civic culture has declined in the UK and the relative influence of ideological hegemony. • Award at L4 where there is a clear balanced argument as to the health of civic culture and the relevance of theories of ideological hegemony. • Award at the top of L4 where there is clear sophistication in the analysis. **AO3 [6] – L4 = 6, L3 = 4-5, L2 = 2-3, L1 = 0-1:** • 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 the essay. • For L4 candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.

Question			Answer	Mark	Guidance
			• Application of evidence for alternative view of ideological hegemony and Marxist and neo-pluralist perspectives on insider pressure groups and consumer-dominated democracy based upon a ruling class ideology propagated through government and social institutions (media, church, and educational system).		• At L2 and below, candidates will make frequent and intrusive spelling and grammatical errors. The essay will lack focus and be disorganised.

Question	Answer	Mark	Guidance
4	**AO1:** Candidates should display knowledge and understanding of negative and positive liberty. They should refer to some of: • The meaning of negative liberty – freedom held by virtue of one's humanity (ie freedoms one is born with), thus the state can only protect these ('freedom from') and often is seen to encroach upon them • The meaning of positive liberty – self mastery, enhancing of each citizen's degree of liberty through removal of obstacles to enjoying liberty (eg poverty and ignorance); here the state can extend liberty rather than reduce it ('freedom to do') • Links between ideologies and types of liberty – classical liberal negative liberty and modern liberalism and democratic socialism positive liberty. Candidates should illustrate their understanding with reference to modern politics. This might include: • Evidence of the importance of negative liberty – articles of ECHR designed to protect liberty eg Article 2 protecting right to life and 3 protecting against the use of torture – both subsumed into HRA 1998; residual nature of UK law allowing citizens to pursue action that are not proscribed eg traditional conventions of freedom of speech limited by specific legislation (slander, libel, racial incitement etc) • Evidence of the importance of positive liberty – UK commitment to universal free education, welfare state measures such as the NHS to eradicate ill health etc • Evidence of priorities of recent administrations – initial balance between New Labour after 97 promoting a civil liberties agenda (HRA, FOI etc) and commitment to equal opportunities legislation (DDA 2005 and Equalities Act 2010) – encroachments on negative liberty post-9/11. Coalition attempt to redraw balance with Clegg's pledge to enhance negative style civil liberties through repealing legislation.	50	**AO1 [20] – L4 = 16-20, L3 = 11-15, L2 = 6-10, L1 = 0-5:** • In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics. • 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 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	Mark	Guidance
	Candidates should illustrate their understanding with reference to relevant political thinkers. This might include: • Hobbes • Rousseau • Smith • Mill • Berlin • Beveridge • Tawney • Constant. **AO2:** Candidates should discuss the view that positive liberty is increasingly more important than negative liberty in the UK. They should analyse relevant political issues. These might include: • Traditional emphasis of negative liberty pre 20th century (classical liberal themes – Smith economic freedoms and Mill's simple principle) • Challenge of poverty addressed by new and welfare liberalism resulting in Labour's Welfare State post-1945 • Welfare consensus, balancing negative style civil liberties and state intervention to address social problems – ended by Thatcherite neo-liberal attempts to scale back the state • New social market consensus – promoting rights-based agenda, limited state and public private partnerships – was this ended by 9/11 and Brown's 'statist' emphasis? • Berlin's fears of totalitarian basis of positive liberty in emphasising the needs of many over individual civil liberties (Rousseau's General Will) – note David Davies' resignation to fight by-election over erosion of civil liberties 2008 – note also criticisms over the 'nanny state' through campaigns to address childhood obesity (school meals directives) and passive smoking (ban on smoking in public places 2007)		**AO2 [24] – L4 = 19-24, L3 = 13-18, L2 = 7-12, L1 = 0-6:** • Candidates should go beyond just describing negative and positive liberty to access the higher mark bands (award at L2 for description only). • Award towards the bottom of L3 where there are mainly implicit attempts to relate themes of negative and positive liberty to modern politics. • Award towards the top of L3 where there are direct attempts to link the concepts to operation in modern politics, although there may be some unevenness of coverage between the two (if only one analysed award at the bottom of the level). • Award at L4 where there is a clear attempt to consider the relative importance of each to modern politics and either supports or refutes the assertion. • Award at the top of L4 where there is clear sophistication in the analysis. **AO3 [6] – L4 = 6, L3 = 4-5, L2 = 2-3, L1 = 0-1:** • 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 the essay.

Question			Answer	Mark	Guidance
			• Constant's distinction between 'liberty of the Ancients' – positive liberty and 'liberty of the moderns' – negative liberty – is society moving towards the former through accepting the collective will over the personal (Talmon's criticism of Rousseau's General Will). • Positive liberty in a developmental sense, as opposed to negative liberty reflecting themes in protective democracy		• 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.

Question			Answer	Mark	Guidance
5			**AO1:** Candidates should display knowledge and understanding of the models of punishment, especially the deterrence model, and party policies on crime in the UK. They should display understanding of some of the following: • The meaning of punishment and the associated justifications – retribution, deterrence, rehabilitation and restorative models • The nature of crime in the UK and associated reasons for criminality • Different ideological and party attitudes towards crime. Candidates should illustrate their understanding with reference to modern politics. This might include: • Statistics on the extent and nature of crime (eg British Crime Survey) • Various options for sentencing – eg custodial, community service, fines, and victim support schemes, anti-social behaviour orders (ASBOs) • New Labour proposals on victim support schemes and early release schemes • New Labour and Conservative support for the expansion of available prison places (note Clark's change of emphasis to non-custodial sentences for lesser offences) • International comparisons on treatment of offenders (eg capital and corporal punishment in Middle East Islamic states and restorative schemes in Scandinavia). Candidates should illustrate their understanding with reference to relevant political thinkers. This might include: • Hobbes • Smith	50	**AO1 [20] – L4 = 16-20, L3 = 11-15, L2 = 6-10, L1 = 0-5:** • In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics. • 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 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	Mark	Guidance
			• Bentham • Rawls. **AO2:** Candidates should discuss whether the deterrence model is the most important model in shaping party policies on crime. Candidates should analyse relevant political issues. These might include: • The views and ideological stances of each model – deterrence – utilitarian focus upon protecting the greatest number of people; retribution – conservative support for punishment as revenge; rehabilitation – left wing focus upon reform based upon essentially positive view of human nature; restorative – focus upon the needs of the victim and the role of the criminal in righting the wrongs they have done • Party stances on crime – eg traditional Conservative tough sentencing to remove threat of criminals to society; New Labour – 'tough on crime and tough on the causes of crime'; Liberal Democrats emphasis on restorative justice and rehabilitation (note coalition policy partly based on need to cut costs thus pragmatic in approach to setting guidelines on sentencing policy) • The influence of other factors shaping party policy such as public and media pressure for tougher sentencing and pressure group influence such as the Howard League for Penal reform.		**AO2 [24] – L4 = 19-24, L3 = 13-18, L2 = 7-12, L1 = 0-6:** • Candidates should go beyond describing either party policies towards tackling crime or the models of punishment to access the higher mark bands (where description only award at L2). • Award at L3 where clear links are made between the different party approaches to sentencing and tackling crime and to the models justifying punishment (if this is mainly implicit, or only deterrence model discussed, award towards the bottom of L3). • L4 answers will have a clear assessment of ways in which the models have influenced the approach to party policies, as well as how other variables impact upon the policy-making process. • Award at the top of L4 where there is clear sophistication in the analysis. **AO3 [6] – L4 = 6, L3 = 4-5, L2 = 2-3, L1 = 0-1:** • 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 the essay. • 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.

Question			Answer	Mark	Guidance
6			**AO1:** Candidates should display knowledge and understanding of the UK nationalist parties. They should refer to some of the following: • The meaning of nationalism – the collective emotion felt by groups of people who consider themselves to have common circumstances of birth • Types of nationalism – liberal, cultural, socialist, racial, conservative and post-colonial • The range of nationalist parties in the UK – cultural – Plaid Cymru; liberal - SNP and SDLP; socialist – Sinn Fein; racial – BNP; conservative – right wing elements within the UK Conservative Party and UKIP. Candidates should illustrate their understanding with reference to modern politics. This might include: • Evidence of the aims of the different nationalist parties (right and left wing and cultural/ liberal) – candidates should be able to make specific references to a range of nationalist parties • Evidence of influence through electoral success – SNP minority government in Scotland, PC coalition with Labour in Wales, Sinn Fein power sharing in the Northern Ireland Executive, and some success for UKIP and BNP in European Parliament elections and local government, albeit none in Westminster elections • Evidence for growth in nationalist thought – British nationalism – anti-EU sentiment, Scottish nationalism attempts for referendum on independence and Welsh nationalism – moves for expansion of the Welsh Assembly powers	50	**AO1 [20] – L4 = 16-20, L3 = 11-15, L2 = 6-10, L1 = 0-5:** • In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics. • 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 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	Mark	Guidance
	• Evidence of increased significance of devolved assemblies – Scotland and the Salmond Government's separate legislative agenda (eg free health care for elderly), Welsh Assembly's spending priorities (eg abolition of prescription charges) and Northern Ireland Executive's attempts to encourage investment in the province. Candidates should illustrate their understanding with reference to relevant political thinkers. This might include: • Mazzini • Herder • Arvidsson • Chamberlain. **AO2:** Candidates should discuss the significance of UK nationalist parties. They should analyse relevant political issues. These might include: • Significance of pro-devolution parties post-97 – increasing asymmetrical nature of devolved government in the UK and differing legislative priorities in the different regions • Potential break up of the UK through Scottish independence (proposals for a Scottish referendum) and Sinn Fein's goal for a united Ireland • Increased status of devolved governments in international affairs – eg controversies surrounding release of Al Magrahi		**AO2 [24] – L4 = 19-24, L3 = 13-18, L2 = 7-12, L1 = 0-6:** • Candidates should go beyond descriptions of the UK nationalist parties to access the higher mark bands (award at L2 for description only). • Award at the bottom of L3 where there are attempts made to highlight different aspects of nationalism in the UK. • Award towards the top of L3 where the issue of significance has been covered (note do not award at the top of the level where only a limited range of nationalist parties are considered). • Award at L4 where there is a clear attempt to consider significance across a range of parties covering nationalism across the UK (including right-wing nationalism). • Award at the top of L4 where there is clear sophistication in the analysis.

Question	Answer	Mark	Guidance
	• Rise of English nationalism in its right-wing xenophobic forms – anti-EU appeal of UKIP (coming second in terms of seats and percentage vote in 2009 European elections) and racial themes of BNP (2 seats in 2009 European elections and over ½ million votes in 2010 General Election, although no seats) • Impact of nationalism within the right wing of the Conservative Party – Anti-EU stance introduced by Thatcher and continued by subsequent leaders. Strong anti-immigration stance under Howard and cap implemented by Cameron.		**AO3 [6] – L4 = 6, L3 = 4-5, L2 = 2-3, L1 = 0-1:** • 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 the essay. • 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.

Question	Answer	Mark	Guidance
7	**AO1:** Candidates should display knowledge and understanding of liberal and socialist attitudes to welfare reform. They should display understanding of some of the following: • Understanding of ideological features relating to liberalism and socialism • Attitudes towards state interventionism and equality • The basis of the welfare state in the UK. Candidates should illustrate their understanding with reference to modern politics. This might include: • Party proposals by Labour and the Liberal Democrats • Particular party ideas on education, social security, health, pension, taxation levels and poverty relief • Examples drawn from Labour in power 1997-2010 (reward references to specific initiatives such as Building for Schools or Sure Start) • Examples drawn from the Lib Dem coalition with the Conservatives (eg Lib Dem commitment to increasing income tax allowances and public sector pension reform). • Influence of socialist and liberal attitudes on other parties (e.g. neo-liberalism and Conservative New Right) Candidates should illustrate their knowledge with reference to relevant liberal and socialist thinkers. This might include: • Mill • Grey • Rawls • Tawney • Giddens • Beveridge.	50	**AO1 [20] – L4 = 16-20, L3 = 11-15, L2 = 6-10, L1 = 0-5:** • In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics. • 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 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	Mark	Guidance
			AO2: Candidates should compare and contrast liberal and socialist attitudes relating to welfare issues. They should seek to make direct comparisons. These might include: • Similarities between contemporary liberal attitudes on positive liberty (ie the removal of economic and educational obstacles towards self advancement through the structure of a welfare state) and socialist and social democratic attitudes towards the welfare state consensus in British politics 1945-79 (note the liberals William Beveridge and JM Keynes are seen as key architects of Labour's welfare state reforms1945-51) • Influence of social market consensus on seeking to alter role of the state in welfare provision by bringing in the private sector into public provision (eg Academy Schools, PFI funding – note aspects of this approach expanded under the Conservative-Lib Dem coalition) • Different priorities between the two approaches – Brown's statist attempt to protect welfare state during the credit crunch and recession and the 'tough liberalism' approach of Clegg in supporting reduction in welfare state under the coalition (note role of Laws and Alexander in assisting with Osborne's reduction in expenditure) • Discussion as to the basis of differences – pragmatic or ideological (eg differences in approach between governing and opposition parties).		**AO2 [24] – L4 = 19-24, L3 = 13-18, L2 = 7-12, L1 = 0-6:** • Candidates should go beyond just describing the attitudes of the two ideologies towards welfare issues (award at L2 for description only). • Award at the bottom of L3 where either similarities or differences are highlighted. • Award towards the top of L3 where both similarities and differences have been covered, although there may be some imbalance in the coverage of the two. • Where there is a clear attempt to consider the extent of similarity/difference with direct comparisons made, award at level 4. • Award at the top of L4 where there is sophistication in the comparison. **AO3 [6] – L4 = 6, L3 = 4-5, L2 = 2-3, L1 = 0-1:** • 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 the essay. • 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.

Question			Answer	Mark	Guidance
8			**AO1:** Candidates should display knowledge and understanding of the gender imbalance in UK politics and initiatives designed to tackle this. They should display understanding of some of the following: • The meaning of gender imbalance • The key principles behind liberal and radical feminism. Candidates should illustrate their understanding with reference to modern politics. This might include: • Evidence of gender imbalance at Westminster level – Commons, Lords, and variations across political parties • Evidence of greater gender parity in the Welsh Assembly and Scottish Parliament • International comparisons on gender imbalance • Party proposals to deal with imbalance, including Labour's all-female short lists and the Tory Party's A List of prospective candidates • Equality legislation. Candidates should illustrate their understanding with reference to relevant political thinkers. This might include: • Greer • Friedan • Firestone • Dworkin • Millett. **AO2:** Candidates should discuss if the gender imbalance is any longer relevant.	50	**AO1 [20] – L4 = 16-20, L3 = 11-15, L2 = 6-10, L1 = 0-5:** • In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics. • 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 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. **AO2 [24] – L4 = 19-24, L3 = 13-18, L2 = 7-12, L1 = 0-6:** • Candidates must go beyond description of party policy and feminist and anti-feminist ideas to access the higher mark bands (award at L2 for description only).

Question	Answer	Mark	Guidance
	They should analyse relevant political issues. These might include: • Arguments that the gender imbalance is no longer relevant and therefore no longer requires specific measures such as positive discrimination and or equality legislation • Feminist critique of the basis of a patriarchal society • Potential impact of gender imbalance on female perceptions of politics • Potential impact on female-focused issues eg rape, fertility treatment and maternity leave • Arguments over the adversarial basis of male-dominated politics • Viability of solutions in dealing with gender imbalance.		• Award at the bottom of L3 for mainly implicit recognition of the relevance of a gender imbalance in UK politics. • Award towards the top of L3 if there is a coherent attempt to consider the relevance of the gender imbalance (this however may be one-sided in its coverage). • Award at L4 for answers that relate anti-feminist and feminist models to the application of modern politics, highlighting, in a balanced manner, the relevance of the gender imbalance. • Award at the top of L4 where there is clear sophistication in the analysis. **AO3 [6] – L4 = 6, L3 = 4-5, L2 = 2-3, L1 = 0-1:** • 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 the essay. • 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.

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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