

GCE

Government and Politics

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

Advanced GCE

Mark Scheme for June 2014

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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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1. Annotations

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	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)

2. 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 the basis of direct democracy.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • A definition of democracy – this should include key values of popular participation, majoritarianism, especially through the electoral process and equality of political rights • A specific understanding of direct democracy – this should include the ideas of amateur government, direct consultation of the citizenship in legislative matters and popular sovereignty • The operation of liberal democracy in the UK – the ideas behind this protective model of democracy where through constitutional government and an emphasis on individual rights protection the involvement of the citizenship in political decision making is more limited, as is also the scope for government intervention into the lives of its citizens. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • The practice of Athenian style democracy – this could include examples of the decision making process through the Assembly and the rotation of executive membership by lot. Also evidence may be drawn about continued relevance through UK jury selection and principles of equality of citizenship. • Modern methods of direct democracy – these could include referenda, initiatives, citizens' juries, town hall democracy, e-petitions and broader aspects of e-democracy – evidence could be drawn from specific examples of operation in countries such as Switzerland 	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 limited specific reference to illustrative evidence. • Award at L3 for a good 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"> • The specific operation of more recent referendum usage in the UK (there is much scope for case study usage on the AV referendum, elected mayors and Scottish independence), the use of e-petitions (case study examples such as the debates on publication of the Hillsborough documents) and the use of initiatives in local government. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Plato • Aristotle • Rousseau • Bottomore. <p>AO2: Candidates should discuss whether the UK should make greater use of direct democracy.</p> <p>They should consider relevant political issues. These might include:</p> <ul style="list-style-type: none"> • The case for direct democracy – better engagement of the masses, especially at a time of widespread electoral apathy; with greater engagement comes a healthier civic culture; greater accountability of politicians through more frequent interchange with the masses; improved political awareness through participation; disillusionment with the existing system thus demands for greater popular engagement. • The case against direct democracy – dangers of populism and impact on individual rights and liberties; elite criticisms of the ability of the masses; practical issues relating to costs and difficulties in regular consultations and the increased complexity of executive decision making; do the people want to 		<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. • Award at the bottom of L2 for description of direct democracy only. Where attempts made to make appropriate arguments but lacking synopticity award at mid L2. Award at the top of the level where there are attempts made to use some synoptic links (use of contemporary politics to evaluate debate over political theory). • Award towards the bottom of L3 for a relevant argument that uses some relevant and appropriate synoptic links. Award towards the top of the level for a focused and balanced argument that has a

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	<p>engage more frequently in the political process.</p> <ul style="list-style-type: none"> The case that the UK is making greater use of direct democratic methods already – use of referendums, e-petitions etc. 		<p>good range of synoptic links.</p> <ul style="list-style-type: none"> Award at L4 where there is clear balance in the argument and there are a wide range of synoptic links made. 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 5 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 the meaning of a nation state.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • A definition of a nation state – this should include the idea of an autonomous political community bound together by features of citizenship and nationality. • Key features should include – clearly defined territorial boundaries, a legitimate state apparatus that holds political and legal sovereignty, a monopoly of coercion and accepted jurisdiction of the state over legal affairs. • The changing role of the nation state in a globalised world with growing interdependency and a decline in cohesiveness and internal sovereignty. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • The basis of the nation state in the UK consisting of England, Wales, Scotland and Northern Ireland (dating back to the Act of Union 1707). • The operation of the nation state through parliamentary sovereignty residing in Westminster and the regional devolution of powers. • The growth in powers of devolved assemblies in Scotland, Wales and Northern Ireland post 1997 (potential for case study evidence on the specific powers of the Scottish Parliament, Welsh and Northern Irish Assemblies). • The moves by the SNP for a fully independent Scotland culminating in a Scottish referendum on independence • Evidence on the UK's relationship with multinational bodies, particularly the EU and UN. 	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 limited specific reference to illustrative evidence. • Award at L3 for a good 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.

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	<p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Hegel • Hirst and Thompson • Bobbitt • Scholte • Gellner. <p>AO2: Candidates should discuss how significant are the threats to the UK's viability as a nation state.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • The threat to the nation state of a breakup of the UK – seen most clearly in the case of Scottish independence, but also in the political divergence brought about by the devolved assemblies in Wales and Northern Ireland. • The threat to the idea of 'Britishness' brought about by a growing renewal of cultural identity in the different regions of the UK. • The impact of membership of supranational organisations, especially the EU and UN in undermining the notion of internal sovereignty in the UK. • The impact of globalisation – economic, political and cultural in challenging the continued existence of all nation states as autonomous entities. 		<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 UK as a political entity. • Award at L2 for a description of changes to the governance of the UK in terms of devolution and international commitments. Where attempts made to make appropriate arguments but lacking synopticity award at mid L2. Award towards the top of the level where there is an attempt to make synoptic links (use of contemporary politics to evaluate debate over political theory). • Award towards the bottom of L3 for some relevant and appropriate synoptic links. Award towards the top of the level for a focused and balanced argument that has a good range of synoptic links. • Award at L4 where there is clear balance in the argument and there is a wide range of synoptic links made. • 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 5 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.
3	<p>AO1: Candidates should display knowledge and understanding of the meaning of political authority.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • A definition of the concept of authority – this should include the concept of the right to rule, inferring a perceived legitimate exercising of power • Weber’s typology of authority – legal rational, traditional and charismatic • Authority in its de jure and de facto forms 	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,

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	<p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • Evidence for the operation of charismatic forms of authority – this may be through case study evidence on varying levels of authority of prime ministers, presidents and other politicians (Blair and Thatcher are two obvious ones!) • Evidence of the media focus on personality issues in determining election outcomes (eg 2010 leadership debates in the UK) and in assessing the relative performance of political parties. • Evidence for the role of legal rational and traditional forms of authority – the former could include evidence of the authority exerted by legislative bodies to pass laws, or the judiciary to enforce the rule of law and in the latter case the House of Lords and the religious groups to exert a longstanding sense of authority. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Weber • Beetham • Arendt • Bakunin • Scruton. <p>AO2: Candidates should assess the importance of charismatic authority in modern politics.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • The changing nature of authority in modern politics allowing for charismatic politicians to exert a greater 		<p>with limited specific reference to illustrative evidence.</p> <ul style="list-style-type: none"> • Award at L3 for a good 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. <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>

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	<p>sense of de facto authority – this can be seen in success in electoral campaigns (particularly in presidential style contests) as well as maintaining authority through strong public support.</p> <ul style="list-style-type: none"> • The importance of the media in promoting this presidentialisation of politics – focusing upon the PM and Leader of Opposition rather than party policies. • The temporary nature of this type of authority, dependent upon public perception and effectiveness of media management etc. • The importance of charismatic authority within dictatorial style regimes where the cult of personality provided the basis of consent • The continued role of traditional authority giving a continued degree of authority to religious groups, especially regarding moral issues (Gay marriage debate etc.), as well as the status of the hereditary peers in the House of Lords possessing some de jure sense of authority. Note this type of authority still continues internationally with hereditary monarchs as seen in Saudi Arabia etc. • The role of legal rational authority based on constitutional arrangements giving authority more to the office than the holder – thus providing legitimacy to all executive, legislative and judicial bodies. 		<ul style="list-style-type: none"> • Award at L1 for a basic description of the meaning of authority. • Award at the bottom of L2 for a general description of the types of authority and/or descriptions of how charismatic were/ are particular politicians. Where attempts made to make appropriate arguments but lacking synopticity award at mid L2. Award at the top of the level where there are attempts made to use some synoptic links (use of contemporary politics to evaluate debate over political theory). • Award towards the bottom of L3 for a relevant argument that uses some relevant and appropriate synoptic links. Award towards the top of the level for a focused and balanced argument that has a good range of synoptic links. • Award at L4 where there is clear balance in the argument and there are a wide range of synoptic links made. • 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>

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			<ul style="list-style-type: none"> Expect most candidates to reach L3 and use 5 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.
4	<p>AO1: Candidates should display knowledge and understanding of positive discrimination.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> The meaning of positive discrimination – the active promotion of opportunities given to minority groups (or in the case of women potentially majority) often through legally enforced quotas in order to rectify perceived disadvantages. The link between positive discrimination and the types of equality – foundational, formal, opportunity and outcome. Distinction between positive discrimination and positive action – the latter seeking to promote a more representative balance without discriminating against particular candidates (ie targets rather than enforceable quotas). The ideological perspectives on positive discrimination – criticism by traditional liberal and conservatives but support by modern liberal, feminists and socialists (note some lukewarm acceptance of positive action by 	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 limited specific reference to illustrative evidence. Award at L3 for a good 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

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	<p>modern liberal conservatives).</p> <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • Evidence of positive discrimination in practice – female entry into parliament – Cameron’s A List (positive action) and most pertinently all-female shortlists (positive discrimination). Also political promotion of ethnic minorities and disabled to secure greater representation in parliament (aspirational targets not exclusive shortlists). • Use of positive discrimination schemes abroad – eg compulsory quota schemes in Norway and India and affirmative action schemes promoting greater diversity in politics (note quota schemes were deemed unconstitutional by the US Supreme Court). • Attempts to legislate mainly for positive action – quotas for employment for women, disabled and ethnic minorities, quotas in universities for working class students and racial minorities. Note in the UK with the exception of the 2002 Sex Discrimination (Candidates) Act positive discrimination cases have tended to be deemed unlawful (ie discriminatory in their own right). Also legislation designed to outlaw discrimination against minorities and women (eg Equal Pay Act and DDA) <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • France • Tawney • Firestone • Rawls • De Tocqueville. 		<p>used.</p>

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	<p>AO2: Candidates should consider the extent to which positive discrimination is justifiable in modern politics.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • The distinction between positive action to alleviate disadvantage and legal promotion via positive discrimination • Right wing concerns that positive. discrimination fails to produce meritocracy but instead produces a conformity of outcome. • Criticism that positive discrimination produces its own discrimination thus in many countries it has been deemed unlawful. • Left wing fears that positive action alone fails to overcome historical disadvantage and perpetuates the disadvantages. • Whether modern politics has become more representative or remains discriminatory and elitist. • Discussion of the different types of equality – should formal equality be the only form the state should promote? • Whether equality of outcome in politics is the only form of social justice (needs based theory), or whether inequality can be just (rights and deserts). 		<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 discrimination in UK politics. • Award at L2 for a description of positive discrimination and how it has worked in the UK and internationally. Where attempts made to make appropriate arguments but lacking synopticity award at mid L2. Award at the top of the level where there are attempts made to use some synoptic links (use of contemporary politics to evaluate debate over political theory). • Award towards the bottom of L3 for a relevant argument that uses some relevant and appropriate synoptic links. Award towards the top of the level for a focused and balanced argument that has a good range of synoptic links. • Award at L4 where there is clear balance in the argument and there are a wide range of synoptic links made. • 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 5 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.
5	<p>AO1: Candidates should display knowledge and understanding of judicial activism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • A definition of judicial activism – this should include the idea of a judiciary willing to be interventionist in applying concepts of natural justice and also be prepared to overrule politicians in politically sensitive matters (note links to strict and loose constructionism in the US). • The different interpretations of justice – procedural and substantive. • The role of morality in interpreting the rule of law. 	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 limited specific reference to illustrative

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	<ul style="list-style-type: none"> • Understanding of the concepts of natural, common and constitutional law. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • Evidence of judicial activism, especially case study material on the judiciary intervening in politically sensitive cases such as immigration tribunals and detention orders. • Evidence of the judiciary applying the ECHR to overrule government and public authority decisions and also highlight legislative incompatibility. • Evidence of a more activist European Court of Justice post Lisbon Treaty. • Increases case load of judicial review in challenging public decision making. • Evidence of a higher profile for the UK Supreme Court. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Jefferson • Devlin • Ewing and Gearty • Walzer • Holmes. <p>AO2: Candidates should consider the extent to which judicial activism is beneficial to modern politics.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • Arguments for beneficial – elevating justice based on morality above due process; judges willing to check 		<p>evidence.</p> <ul style="list-style-type: none"> • Award at L3 for a good 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. <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>

Question	Answer	Marks	Guidance
	<p>the power of the politicians; greater championing of individual rights above the interests of the state; the courts no longer seen as status quo defenders.</p> <ul style="list-style-type: none"> • Arguments for not being beneficial – elevating unelected judges above elected politicians; problems of a narrow social makeup amongst the senior judiciary; elevating a contested morality above the legal process of law; application of international conventions above the principle of parliamentary sovereignty; elevating the needs of often controversial individuals above the collective interests of the majority. • The context of the growth of judicial activism fuelled by increased application of judicial review, the HRA and redress through the European Court of Justice. 		<ul style="list-style-type: none"> • Award at L1 for a basic description of the role of the judiciary. • Award at L2 for a description of judicial activism or a description of case study evidence of judicial activism in practice. Where attempts made to make appropriate arguments but lacking synopticity award at mid L2. Award at the top of the level where there are attempts made to use some synoptic links (use of contemporary politics to evaluate debate over political theory). • Award towards the bottom of L3 for a relevant argument that uses some relevant and appropriate synoptic links. Award towards the top of the level for a focused and balanced argument that has a good range of synoptic links. • Award at L4 where there is clear balance in the argument and there are a wide range of synoptic links made. • 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 5 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

Question	Answer	Marks	Guidance
			<p>used the introduction and conclusion to good effect.</p> <ul style="list-style-type: none"> 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.
6	<p>AO1: Candidates should display knowledge and understanding of nationalism in the UK.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> A definition of nationalism – this should include a set of ideological beliefs at which loyalty to one’s nation is paramount. It also supports the nation state as the only legitimate form of political association. Left-wing nationalism can include a broad range of types of nationalism ranging from liberal, post-colonial and socialist – each advocating national self-determination and an end to empire. Right-wing nationalism – can include a broad range of nationalist ideas ranging from conservative to racial nationalism – here there is an emphasis on a strong national identity potentially leading to an expansion of a state’s power through imperialism and loyalty to the state with often a xenophobic attitude to outside groups and their potential infringement on the independence of the nation state. Themes of nationalism – self-determination, organic society, independence and a cultural identity. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> Evidence of right-wing nationalism – this could be found in its conservative form through the ideas of 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 limited specific reference to illustrative evidence. Award at L3 for a good 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.

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	<p>Euro-sceptic Right in the Conservative Party and also UKIP. For racial aspects of right-wing nationalism the BNP and EDL would provide useful case study evidence</p> <ul style="list-style-type: none"> Evidence of left-wing nationalism this largely revolves around the liberal nationalism of PC and the SNP. Note both of these parties also reflect a socialist element to their nationalist identity with greater advocacy of statist style approach to policy making. There are also features of cultural nationalism to be found in the ideas of both these parties. Sinn Fein can also be used as an example of a socialist brand of nationalism in the UK. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> Mazzini Herder Nietzsche Houston Chamberlain Nyerere. <p>AO2: Candidates should assess whether nationalism is predominantly left or right wing in the UK.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> The importance of SNP and PC as parties with a strong regional base in local, regional and national politics in the UK. An argument could be made that these parties have had a major influence over the direction of British politics post 97 (and also in the 1970s) with the move from calls for devolution to full independence. 		<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 nationalism. Award at L2 for a description of nationalist aspects of party politics in the UK. Where attempts made to make appropriate arguments but lacking synopticity award at mid L2. Award at the top of the level

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • The failure of extreme right-wing nationalism to make an electoral breakthrough in the UK (minor successes in local council and European parliamentary elections). • More effective role of conservative nationalism through Europhile opposition to the growth of the EU (note UKIP success in European Parliamentary elections although little breakthrough in council or Westminster elections). • Agenda setting role of Euro-sceptic style nationalism amongst the right of the Conservative Party and reflected in public and press criticisms of the EU. • In Scotland and Wales liberal style left-wing nationalism appears more prevalent with right-wing more dominant in England. 		<p>where there are attempts made to use some synoptic links (use of contemporary politics to evaluate debate over political theory).</p> <ul style="list-style-type: none"> • Award towards the bottom of L3 for a relevant argument that uses some relevant and appropriate synoptic links. Award towards the top of the level for a focused and balanced argument that has a good range of synoptic links. • Award at L4 where there is clear balance in the argument and there are a wide range of synoptic links made. • 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 5 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 socialism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> • A definition of socialism – this should include the ideas of an anti-capitalist ideology that promotes a class based analysis of society in calling for redistribution of wealth to achieve broadly equality of outcome, placing an emphasis on the collective good over individual desires. • Key themes of socialism – malleable and cooperative view of human nature; common ownership and abolition of private property; anti-capitalist; economic equality; needs based view of social justice. • Different strands of socialism – revolutionary (Marxist and Maoist) and democratic (democratic socialism and social democracy) and utopian. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • The extent to which the Labour Party has socialist principles – case study material on Labour Party policies (particularly relating to manifesto commitments) and underpinning values. • Socialist factions within the Labour Party – Tribune and the Campaign Group. • Socialist elements within other political parties in the UK – PC and SNP left-wing strands of nationalism adopting statist socialist style solutions (note policies of the SNP in government in Scotland). • The New Left - George Galloway and Respect (case study of electoral success in Bradford) and also Red Green ideas within the environmental and anti-capitalist movements (Green Party and pressure 	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 limited specific reference to illustrative evidence. • Award at L3 for a good 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>groups such as UK Uncut).</p> <ul style="list-style-type: none"> • Impact of socialism in mainstream British politics – e.g. support for welfare state principles/ NHS <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Marx • Benn • Tawney • Crosland • Giddens. <p>AO2: Candidates should discuss whether socialism is dead in UK politics.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • Lack of a revolutionary form of socialism in the UK – could be linked to a collapse in Marxist inspired communism and the Fukuyama triumph of liberal democracy idea. • Legacy of New Labour and Third Way politics seeing the mainstream left-wing party of the UK jettison core principles with triangulation style approaches to policy making (this may also be linked to Thatcher’s claim to have killed socialism in the UK). • Labour Party post-Brown – end of New Labour and restoration of traditional socialist principles – Red Ed? • Has social democracy replaced democratic socialism as the dominant strand of left wing politics in the UK • Does socialism still exist within other minor parties in the UK? • How far have socialist values influenced new anti-capitalist and environmental movements? 		<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 socialism • Award at L2 for general description of the core values/ principles of the Labour party. Where attempts made to make appropriate arguments but lacking synopticity award at mid L2. Award at the top of the level where there are attempts made to use some synoptic links (use of contemporary politics to evaluate debate over political theory). • Award towards the bottom of L3 for a relevant argument that uses some relevant and appropriate synoptic links. Award towards the top of the level for a focused and balanced argument that has a good range of synoptic links. • Award at L4 where there is clear balance in the argument and there are a wide range of synoptic links made.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> Decline in traditional core working class and a restructuring of the class system in the UK – has this made socialism unelectable? 		<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 5 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.
8	<p>AO1: Candidates should display knowledge and understanding of patriarchy politics.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> The concept of patriarchy – the belief that society is dominated by men who through political, social and sexuality repress women in society. Feminist views on patriarchy – radical feminist ideas on the need for a radical restructuring of society to overcome sexual oppression; liberal feminist views on 	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

Question	Answer	Marks	Guidance
	<p>evolutionary change in society to tackle female exploitation.</p> <ul style="list-style-type: none"> • Other ideological perspectives on patriarchy – traditional conservative ideas on inequality being natural thus male dominance seen as a part of a natural hierarchy (note modern conservatives do promote a meritocratic agenda); liberal views on foundational equality thus formal patriarchy should not exist; socialist views that patriarchy is a part of bourgeois exploitation. <p>Candidates should illustrate their understanding with reference to modern politics. This might include:</p> <ul style="list-style-type: none"> • Case study evidence on female underrepresentation (domestic and international statistics would be useful here). • Evidence that the adversarial nature of UK politics reinforces patriarchy (anecdotal evidence on the atmosphere in the Commons and set piece events such as PMQs). • Evidence of women making a breakthrough in politics – domestically (Margaret Thatcher, and senior cabinet ministers such as Harriet Harman and Theresa May), and internationally (Angela Merkel and Julia Gillard). • Attempts to encourage female breakthrough – quota systems and all-female shortlists in the UK. <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> • Greer • Firestone • Friedan • Wolf • Dworkin. 		<p>would include very short answers).</p> <ul style="list-style-type: none"> • Award at L2 for generalised understanding only, with limited specific reference to illustrative evidence. • Award at L3 for a good 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>AO2: Candidates should discuss the view that modern politics is still patriarchal.</p> <p>They should analyse relevant political issues. These might include:</p> <ul style="list-style-type: none"> • Obstacles to women advancing in politics – are these purely logistical or based on deep ingrained social conditioning. • The nature of politics – does it reflect masculine traits of conflict? • Attempts to overcome these obstacles – do parties see this as a priority? • Can patriarchy be addressed through evolutionary change or by a more radical restructuring of politics and society. • Will the expansion of female role models help to remove patriarchy from modern politics? Or are these role models examples of tokenism? 		<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 women in politics. • Award at L2 for a description of patriarchy and how it relates to politics. Where attempts made to make appropriate arguments but lacking synopticity award at mid L2. Award at the top of the level where there are attempts made to use some synoptic links (use of contemporary politics to evaluate debate over political theory). • Award towards the bottom of L3 for a relevant argument that uses some relevant and appropriate synoptic links. Award towards the top of the level for a focused and balanced argument that has a good range of synoptic links. • Award at L4 where there is clear balance in the argument and there are a wide range of synoptic links made. • Award at the top of L4 for 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>

Question	Answer	Marks	Guidance
			<ul style="list-style-type: none">• Expect most candidates to reach L3 and use 5 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.

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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