

# **Government and Politics**

Advanced GCE **2695**

Political Ideas and Concepts

## **Mark Scheme for June 2010**

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

Levels	AO1	AO2	AO3
4	10-12	10-12	5-6
3	7-9	7-9	4
2	4-6	4-6	2-3
1	0-3	0-3	0-1

**1 Assess what is required to make government legitimate. [30]**

*Specification: representation, participation and consent; power, authority and legitimacy*

**AO1:** Candidates will display knowledge and understanding of the concept of legitimacy and its application to the notion of government. Reward reference to factors that transform naked power into rightful authority (eg constitutions, legal codes and popular mandates) and references to the 'right to rule' (Weber), or 'belief in legitimacy' (Beetham). Knowledge should be illustrated with reference to appropriate political thinkers - these might include Aristotle, Rousseau, Locke, Weber and Beetham.

**AO2:** Candidates should assess some of the following: rule based upon operating in the interests of the many as opposed to the few (reference may be made to Rousseau and the general will), the manufacturing of legitimacy through public relations campaigns (reference may be made to Beetham's legitimization of power), and legitimacy requiring constitutionalism and consent (Weber and right to rule). Candidates who examine a loss of legitimacy for government through a 'legitimation crisis' (Habermas) should also be rewarded. Candidates should go beyond a description of legitimacy in order to access the higher levels in the markscheme.

**2 Discuss the view that citizens have a right to be unequal. [30]**

*Specification: rights, how liberty and equality are variously interpreted and justified*

**AO1:** Candidates should display knowledge and understanding of the concept of equality. Expect understanding of the various types of equality including foundational, equality of opportunity and outcome. Candidates should be able to identify the reference to conservative, New Right and classical liberal concepts of foundational equality and limited equality of opportunity (emphasising individual liberty over equality), but a rejection of attempts at material equality. Reward candidates who identify the concept with Thatcherite pronouncements in the 1980s and display understanding of the criticisms of material and other forms of equality of outcome. Candidates should illustrate their ideas with reference to specific theorists. These might include Plato, Locke, Eysenck and Jensen, Young, Tawney, France and Rawls.

**AO2:** Candidates should discuss the argument championing inequality. They might wish to include political arguments rejecting positive discrimination and excessive taxation as well as psychological perspectives and elitist theories on the natural basis of inequality. Expect also an attempt to evaluate the validity of this view with reference to arguments highlighting the impact of social, economic and political inequality with reference to social, gender, ethnic and economic divisions in society. Reward also those candidates that display awareness of the debate over the balance between equality and individual liberty. Candidates, in order to access the higher levels in the markscheme, should discuss both sides of the debate.

**3 Assess the extent to which power stems from the use or threat of coercion. [30]**

*Specification: power, authority and legitimacy*

**AO1:** Candidates will display knowledge and understanding of the meaning of power and in particular relating to its coercive aspects. Candidates are expected to identify its usage in authoritarian style regimes and reference may be made to coercive force from theorists such as Marx and Mao Tse Tung. Candidates may also use evidence of its usage within liberal democracies. Reward reference to relevant thinkers, eg Lukes, Bachrach and Baratz, Schattschneider, Marcuse, Marx and Mao.

**AO2:** Candidates are expected to assess the validity of the statement and introduce other forms of power. These might include decision making, agenda setting and thought control. Expect candidates to differentiate the use of coercive power in authoritarian regimes and decision making in liberal democracies. Reward those who identify elements of the use of coercive power in liberal democracies. Candidates must go beyond a description of power to access the higher levels of the markscheme.

**4 Discuss which model of the state is most compatible with the workings of liberal democracy. [30]**

*Specification: nature and the purpose of the state*

**AO1:** Candidates should display knowledge and understanding of the models of the state as well as the principal facets of liberal democracy. Expect reference to a range of models; these might include, social contract, nightwatchman, developmental, social democratic, collectivist and totalitarian. Reward candidates who make reference to relevant political thinkers - these might include Hobbes, Locke, Rousseau, Mill, TH Green and Marx.

**AO2:** Candidates should discuss the relevance of each model to the operation of liberal democracy. Expect reference to their applicability to the extent of involvement by the citizens, the commitment to individual liberty and limitations upon state intervention. Expect dismissal of the extreme interventionist models (totalitarian and collectivist), but debate over the relevance of the nightwatchman, social democratic and developmental models. This should be based around understanding of the flexibility of the concept of liberal democracy and the need to balance the interests of all citizens against the protection of the rights of the individual. Candidates may wish to illustrate this with brief illustrations from various liberal democracies but should focus their discussion on the theoretical basis of the models. Candidates must go beyond descriptions of the models to access the higher levels of the markscheme.

**5 Compare and contrast the principal elements of Marxism and social democracy. [30]**

*Specification: political ideology, socialism and Marxism*

**AO1:** Candidates will display knowledge and understanding of the principal elements behind the ideology of socialism and its particular strands of Marxism and social democracy. Expect candidates to display specific knowledge on some of the following; the scientific, revolutionary, anti capitalist and proletarian dictatorship aspects of Marxism and comparisons with the reformist, ethical, mixed economy and parliamentary aspects of social democracy. Knowledge should be illustrated with reference to relevant theorists - these might include Marx, Engels, Gramsci, Bernstein, Tawney, and Crosland.

**AO2:** Candidates should compare and contrast the key aspects of the above theories. They may wish to consider differences in approaches to achieving socialist style states (revolution versus gradualism), the extent of opposition to capitalism (humanising versus abolition), and attitudes to equality (absolute versus relative equality). Candidates who consider elements of similarity (eg attitudes towards human nature, evils of unfettered capitalism, class based analysis and focus on economic equality) as well as highlight differences should access the higher levels of the markscheme.

**6 Discuss the claim that national sovereignty is increasingly outdated. [30]**

*Specification: the state and sovereignty – external sovereignty*

**AO1:** Candidates should display knowledge and understanding of the meaning of national sovereignty and its links to the external recognition of internal territorial authority for the nation state. Understanding of the threats to national sovereignty should be shown - these might include globalisation, supranational organisations and internal regional tensions. Students may wish to use brief examples of the above threats but should avoid long narratives of potential cases of the loss of national sovereignty (eg the debate over the EU and UK national sovereignty). Candidates should illustrate their answers with reference to relevant theorists - these might include Hobbes, Mill, Mazzini and Chomsky.

**AO2:** Candidates should discuss the basis of the claim that national sovereignty is outdated - they may wish to consider the trend towards a globalised world economic system, the necessity to find international solutions to environmental problems, attempts to use supranational bodies to mediate international disputes and the rise of international economic and political federations. Candidates who also discuss the continued relevance of national sovereignty (eg intergovernmentalism and continuation of strong national and cultural identities) should access the higher levels of the markscheme. Reward also candidates who question the continued relevance of national sovereignty with the rise in neo-conservative theories of political intervention post 9/11.

**7 Discuss the arguments in favour of civil disobedience. [30]**

*Specification: political obligation, civil disobedience - justifications and criticisms*

**AO1:** Candidates should display knowledge and understanding of the concept of civil disobedience. Expect candidates to be able to distinguish between law breaking by criminals and civil disobedience based upon a principled moral objection to a specific law, or the breaking of a minor law in order to highlight a greater issue. Candidates may also wish to make the distinction between civil disobedience and political acts of terrorism. When discussing the justifications candidates may also wish to highlight their discussion with reference to specific civil disobedience campaigns. These may be rewarded if they clarify a candidate's explanation but they should not be used at the expense of a discussion of the theoretical justifications. Expect candidates to refer to relevant theorists. These might include Gandhi, Thoreau, Martin Luther King, Hobbes, Locke and Rawls.

**AO2:** Candidates should discuss the justifications for civil disobedience. These might include; religious, moral and political principles. Candidates might wish to discuss the rejection of specific laws deemed as 'wicked' or unjust by acts of non violent non cooperation or action designed to highlight the unjust nature of the law. They may also wish to focus on the lack of alternative methods of protest through the limited availability of political participation, especially in a dictatorship. In order to access the higher mark levels of the markscheme candidates should attempt to evaluate the validity of these justifications by discussing the problems associated with civil disobedience, especially from a conservative or elitist perspective (eg Hobbes and the nature of obligation) and discuss the extent of justification in democracies with other channels of participation and protest.

**8 Discuss the claim that the virtues of democracy outweigh its vices. [30]**

*Specification: forms of government - justifications and criticisms of democracy, representation, participation and consent - majority rule and the treatment of minorities*

**AO1:** Candidates should display knowledge and understanding of the key aspects of democracy. These might include majoritarianism, public interest, popular consent and participation. Candidates should also be able to differentiate between the main forms of democracy, particularly direct and indirect systems. Knowledge should be illustrated with reference to relevant theorists - these might include Plato, Aristotle, Rousseau, de Tocqueville, Mill, Pareto, Michels and Schumpeter.

**AO2:** Candidates should discuss the perceived virtues inherent within democratic systems ranging from the need to hold governments to account, the value of public participation to civic virtue, and improving social solidarity. Candidates should also have an appreciation of the central arguments opposing democracy. These might include poor decision making, threats to individual and minority rights and the dangers of public manipulation. Reward highly those candidates that show appreciation of the extent of the relevance of differing virtues and vices to different types of democracy. Candidates must examine the virtues and vices to access the higher levels of the markscheme.

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**14 – 19 Qualifications (General)**

Telephone: 01223 553998

Facsimile: 01223 552627

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