



# Mark Scheme (Results)

Summer 2019

Pearson Edexcel A Level  
In Politics (9PL0) Paper 02

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Guidelines for Marking Source Question

### **AO1 (10 marks)**

Marks here relate to knowledge and understanding.

They can be awarded for using the source and developing separate own knowledge.

When the rubric states that candidates should 'use knowledge and understanding to help you analyse and evaluate' it means that candidates should use only knowledge and understanding from the source. Newly introduced own knowledge cannot form the basis for AO2 and AO3 points/marks.

### **AO2 (10 marks)**

Candidates should focus their comparison on analysing the different opinions in the source in terms of similarities and differences. They should look at the different approaches and views that arise from political information and show how these can form the basis for differing opinions.

### **AO3 (10 marks)**

Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the analysis. They should be able to make and form judgments based on the source and they should reach reasoned conclusion.

Marks for analysis (AO2) and evaluation (AO3) should only be awarded where they relate to information in the source

Candidates must consider both views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.

Candidates who do not undertake any comparative analysis of the source and/or have not considered both views in a balanced way cannot achieve marks beyond Level 2.

Other valid responses are acceptable

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
1(a)	<p style="text-align: center;"><b>Agreement</b></p> <p>The nations of the UK are stronger when united as one in a Union.</p> <p>There has been increasing policy divergence as a result of devolution, creating tension and inequality.</p> <p>Power has been devolved asymmetrically – and it is uneven and unbalanced</p> <p>The benefits of the Union have been taken for granted, we have to think carefully for future stability and constitutional moves</p>	<p style="text-align: center;"><b>Agreement</b></p> <p>The UK has and continues to be a vibrant and prosperous union. There are differences but these act to provide unity, stability and prosperity.</p> <p>This may mean that in different parts of one state – the UK - we have different policies over issues that are important such as health and education.</p> <p>All the regions where power has been devolved have different powers, scope and formats.</p> <p>Analysis leads us to consider that we have embarked on constitutional change without a holistic plan. There is no ‘joined up’ thinking or vision and end goal</p>	<p style="text-align: center;"><b>Agreement</b></p> <p>We can conclude that there is far more to lose if we break up the union. The union gives us strength as a collective unit</p> <p>We can reach a verdict that life chances and opportunities within the state should not have vastly different outcomes, this is basically unfair in a unitary state.</p> <p>We can form a judgement that this uneven distribution of power has had a backlash. In Wales and then Scotland more power was demanded and given. English backlash brought about EVEL. If you treat one unitary country with different rewards you can expect a backlash.</p> <p>We can conclude that devolution is leading at least to constitutional instability at worst it is setting on the path to the breakup of the UK</p>

	<b>Disagreement</b>	<b>Disagreement</b>	<b>Disagreement</b>
	<p>The process of devolution has run smoothly</p> <p>The outcome of the changes is curtailed nationalism and a stronger UK</p> <p>The demand for self- government in regions has ended</p> <p>Policy divergence has strengthened local democracy and identity.</p>	<p>Major constitutional change has been achieved and the UK remains a unitary state, uncodified and not federal</p> <p>Analysis shows that the devolution has actually created more mutual respect and tolerance in the nations of the UK</p> <p>The Scottish Independence referendum in 2014 showed that Scotland wished to remain part of the UK. The Good Friday/Belfast Agreement had vast popular support</p> <p>It is clear to see that policy divergence has actually met national aspirations and feelings. As in education and health</p>	<p>We can conclude that the changes that were introduced have considerable legitimacy as they came in via referendum and are thus democratic</p> <p>It is logical to form a judgement that devolution was the correct path for the UK to embark upon</p> <p>We can reach a verdict that if changes were not extended to the regions it would have caused major divisions which could have led to the breakup of the UK, devolution has saved the Union</p> <p>Far from being badly thought out policy options there have been changes in which England has followed or been influence by- such charges for carrier bags (Wales) or changes to care charges (Scotland)</p>

	<p><b>Own knowledge not in the source which may be considered as AO1 include Agreement:</b></p> <ul style="list-style-type: none"> <li>• Devolution was essentially a New Labour project</li> <li>• Devolution has been/is very costly</li> <li>• If it were possible the Conservative Party would reverse devolution.</li> </ul> <p><b>Disagreement:</b></p> <ul style="list-style-type: none"> <li>• Devolution was introduced with vast support</li> <li>• Devolution has created peace and unity in Northern Ireland</li> <li>• We now need further steps in devolution to England and the regions</li> </ul>	<p><b>NO AO2 is rewarded if linked to new material from Own Knowledge</b></p>	<p><b>No AO3 is rewarded if linked to new material from Own Knowledge</b></p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis (AO1).</li> <li>• Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3).</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1).</li> <li>• Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3).</li> </ul>
Level 5	25–30	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis (AO1).</li> </ul>

	<ul style="list-style-type: none"> <li>• Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>
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Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
1(b)	<p><b>Agreement</b></p> <p>Prime ministers have huge powers of patronage.</p> <p>The PMs power over the Cabinet is immense</p> <p>If a clear and tight bond is formed with senior allies in the Cabinet the PM is untouchable</p> <p>Prime ministers with large Commons majorities have few limits on their power.</p>	<p><b>Agreement</b></p> <p>Prime ministers can appoint people to a vast range of posts and offices – from Government to Chairs of Public Inquiries</p> <p>Not only does the PM decide who is in the Cabinet s/he also decides their seniority and what is discussed in Cabinet</p> <p>When a PM has no serious rival inside the Cabinet this gives a real security of tenure. The Blair/Brown union, the Major/Heseltine union the Cameron/Osborne union</p> <p>If a prime minister has a large Commons majority they are unlikely to lose votes and therefore they are able to pursue their legislative agenda.</p>	<p><b>Agreement</b></p> <p>We can conclude that this power of patronage creates a subservience in others who wish to be rewarded out of the PMs gift</p> <p>We can reach a verdict that the power over political life in the UK is immense with the PM controlling a subservient Cabinet</p> <p>We can conclude that PM power is untouchable if a small cabal of senior ministers stand firm behind the PM and that trouble emerges when splits appear</p> <p>We can reach a verdict that prime ministers with large majorities can dominate parliament and thereby the political landscape</p>

	<p>Prime ministers who are electoral assets face few limits on their power.</p> <p><b>Disagreement</b></p> <p>Prime ministers have limits on who they appoint to cabinet.</p> <p>A PM has to have balance in the Cabinet</p> <p>Prime ministers can be brought down by the cabinet.</p> <p>Prime ministers are limited by Parliament</p> <p>Prime ministers are limited by their party</p>	<p>If Prime ministers are popular with the public they are likely to be re-elected and they are less likely to face challenges.</p> <p><b>Disagreement</b></p> <p>In practice prime ministers do not have unlimited choice of who to appoint to cabinet. For instance, they need to have the 'big beasts' in cabinet. Thatcher had to have her 'wets' Blair had to see that Old Labour was present and a Coalition PM has vast restrictions</p> <p>Balance has to be made across several fronts. Remain and Brexiteers, gender and regional balance, various wings of the party etc</p> <p>A cabinet can and does exert its authority, limiting the PMs life and agenda</p> <p>If the PM does not have a large majority (or even a minority) of MPs on their side their legislative power is restricted</p> <p>PMs lose power bases within their parties such a fate fell both to Blair and May</p>	<p>We can reach a verdict that Prime ministers who are electoral assets have immense power and influence</p> <p><b>Disagreement</b></p> <p>We can conclude that since prime ministers do not have a free reign of who to hire and fire, there are clear limits to their powers of patronage and therefore they do not have too much power.</p> <p>We can reach a verdict that a PM has many interest groups to please when she presents the government to the people</p> <p>We can form a judgement that if a cabinet unites against a PM then that PM is doomed – as was Thatcher and May</p> <p>We can conclude that without Parliament on their side the PM is really limited as with May over Brexit and Cameron over Syria</p> <p>We can form a judgement that a PM will be replaced if the party is not behind them</p>
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	<p><b>Own knowledge not in the source which may be considered as AO1 include Agreement:</b></p> <ul style="list-style-type: none"> <li>• Media support makes PM power increase</li> <li>• A strong PM in foreign affairs makes a PM untouchable – such as sending troops to war</li> <li>• Opinion polls if in favour of the PM secure their position</li> </ul> <p><b>Disagreement:</b></p> <ul style="list-style-type: none"> <li>• The media has the potential to undermine a PM</li> <li>• A PM who is out of touch with public opinion is doomed</li> <li>• Failure to stand up for the UK abroad undermines PM power</li> </ul>	<p><b>NO AO2 is rewarded if linked to new material from Own Knowledge</b></p>	<p><b>No AO3 is rewarded if linked to new material from Own Knowledge</b></p>
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	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis (AO1).</li> <li>• Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3).</li> </ul>
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Level 4	19–24	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1).</li> <li>• Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3).</li> </ul>
Level 5	25–30	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis (AO1).</li> </ul>

		<ul style="list-style-type: none"> <li>• Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>
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### Guidelines for Marking Essay Question

#### AO1 (10 marks)

Marks here relate to knowledge and understanding. It should be used to underpin analysis (AO2) and evaluation (AO3)

#### AO2 (10 marks)

Candidates should form analytical views which support and reject the view presented by the question

#### AO3 (10 marks)

Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the prior analysis. They should be able to make and form judgments and they should reach reasoned conclusion.

Candidates must consider both views in their answers in a balanced way.

The judgement a candidate reaches about these views should be reflected in their conclusions.

Candidates who have not considered both views in a balanced way cannot achieve marks beyond Level 2.

Candidates who do not make any synoptic points cannot enter Level 5

Other valid responses are acceptable

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
<p><b>2(a)</b></p>	<p>Agreement</p> <ul style="list-style-type: none"> <li>• EU laws take precedence over UK laws.</li>   <li>• In some areas of EU decision-making, member countries do not have a veto.</li>   <li>• All EU members have to accept the conditions of the single market.</li>   <li>• The UK parliament has to abide by decisions of the European Court of Justice (ECJ).</li> </ul>	<p>Agreement</p> <ul style="list-style-type: none"> <li>• The Factortame case showed that EU law takes priority over UK law in certain areas as was shown in the case of the dispute over fishing rights.</li>   <li>• Qualified majority voting (QMV) is used in several areas of EU policy making, such as employment and the environment, under which no individual country has a veto.</li>   <li>• Member states have to enable the free movement of goods, capital, services and labour. The issue of free movement featured prominently in the 2016 referendum campaign.</li>   <li>• The European Court of Justice has jurisdiction over member states which must abide by decisions of the court.</li> </ul>	<p>Agreement</p> <p>We can therefore conclude that the superiority of EU law over UK law means that the sovereignty of parliament was undermined.</p> <p>We can conclude that the absence of a veto in these areas shows that EU membership undermined parliamentary sovereignty.</p> <p>We can therefore conclude that as member states have to abide by these conditions, this undermined parliamentary sovereignty.</p> <p>We can conclude from this infringement on the UK's power that EU membership undermined the sovereignty of parliament.</p>

	<p>Disagreement</p> <ul style="list-style-type: none"> <li>• The UK can withdraw from the EU.</li> <li>• EU member states have retained sovereignty in all important areas.</li> <li>• Sovereignty has been 'pooled' rather than undermined.</li> <li>• The UK obtained 'opt outs' and vetos</li> </ul>	<p>Disagreement</p> <ul style="list-style-type: none"> <li>• Parliament retains the right to withdraw from the EU, by a simple Act of Parliament, as shown following the successful leave campaign.</li> <li>• The UK has retained the right of veto in important areas of policy, which are not subject to QMV.</li> <li>• The pooling of sovereignty within the EU gives the UK parliament influence on EU wide decisions which in turn have much more force on the world stage than they would have otherwise.</li> <li>• The UK retained 'opt outs' from e.g. the joining the Euro and from the Schengen area.</li> </ul>	<p>Disagreement</p> <ul style="list-style-type: none"> <li>• From this we can conclude that parliamentary sovereignty has not been undermined by EU membership.</li> <li>• We can therefore conclude that EU membership did not undermine parliamentary sovereignty as the UK retained these veto powers.</li> <li>• We can conclude that the pooling of sovereignty shows that EU membership did not undermined parliamentary sovereignty.</li> <li>• We can therefore conclude from these 'opt outs' that parliamentary sovereignty was not undermined by EU membership.</li> </ul>
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	<p>Candidates may refer to synoptic links such as the following:</p> <p>The ideas and policies of political parties i.e. different views over parliamentary sovereignty.</p> <p>The role and impact of the media i.e. some newspapers argued strongly that EU membership undermined parliamentary sovereignty.</p> <p>How this issue featured in the EU referendum campaign i.e. the supremacy of Parliament was a prominent issue in the EU referendum campaign.</p> <p>Accept any other valid synoptic points.</p>		
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	0	No rewardable material.
Level 1	1-6	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis (AO1).</li> <li>• Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	7-12	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3).</li> </ul>
Level 3	13-18	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	19-24	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1).</li> <li>• Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3).</li> </ul>
Level 5	25-30	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis (AO1).</li> </ul>

		<ul style="list-style-type: none"> <li>• Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>
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Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
2(b)	<p>Agreement</p> <ul style="list-style-type: none"> <li>• The government does not have a majority in the Lords.</li> <li>• Party loyalty is weaker in the Lords than the Commons.</li> <li>• Unelected peers are immune from patronage.</li> </ul>	<p>Agreement</p> <ul style="list-style-type: none"> <li>• As the government does not have a majority in the second chamber, they are constantly aware that they may face defeat in the Lords and are more likely to face hostile amendments to legislation.</li> <li>• Peers are less likely to toe the party line and there are also crossbenchers in the Lords who do not follow a party whip.</li> <li>• Patronage is used to keep frontbench and backbench MPs in line. Peers are appointed for life and so are less affected by patronage.</li> </ul>	<p>Agreement</p> <ul style="list-style-type: none"> <li>• We can conclude from this that the Lords exerts more influence on government decisions than the House of Commons.</li> <li>• We can conclude from the weaker 'tribal' nature of the Lords that the Lords is able to exert more influence on government decisions than the Commons.</li> <li>• We can conclude that the ineffectiveness of patronage means that the Lords is able and willing to exert more influence on government decisions.</li> </ul>

	<ul style="list-style-type: none"> <li>• The government suffers many more defeats in the Lords than in the Commons.</li> </ul> <p>Disagreement</p> <ul style="list-style-type: none"> <li>• The Commons is more powerful than the Lords.</li> <li>• The Salisbury convention further limits the influence of the Lords.</li> <li>• The government can usually reverse defeats in the Lords.</li> <li>• The Lords lacks the authority to challenge the government.</li> </ul>	<ul style="list-style-type: none"> <li>• The government is much more likely to suffer a defeat in the Lords than in the Commons. For example, the coalition government, 2010-2015, suffered 100 defeats in the Lords, compared to 6 defeats in the Commons.</li> </ul> <p>Disagreement</p> <ul style="list-style-type: none"> <li>• The Lords does not have the power to veto legislation or amend finance Bills. The Commons can veto any piece of government legislation or policy.</li> <li>• The Salisbury convention means that the Lords does not oppose manifesto commitments. The Commons has no such limitations.</li> <li>• The government can reaffirm the original wording in the Commons. The Lords will usually back down in. On the other hand, once defeated in the Commons, the government will usually accept this.</li> <li>• The unelected Lords lacks the authority to wield greater powers and it is right that the elected Commons is dominant.</li> </ul>	<ul style="list-style-type: none"> <li>• We can conclude from the assertiveness of the Lords that it exerts more influence on government decisions.</li> </ul> <p>Disagreement</p> <ul style="list-style-type: none"> <li>• We can conclude from the greater powers of the Commons that it exerts more influence on government decisions than the Lords.</li> <li>• We can therefore conclude that the Lords is not able to exert as much influence on government decisions due to convention.</li> <li>• Therefore, the Commons exerts more influence on government decisions than the Lords as the government cannot easily ignore a defeat in the Commons.</li> <li>• We can conclude that the lack of legitimacy of the Lords limits its influence on government, whereas the</li> </ul>
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	<p>Candidates may refer to synoptic links such as the following:</p> <ul style="list-style-type: none"><li>• The impact of FPTP on party composition in the Commons i.e. governments will often have majorities in the Commons.</li><li>• The democratic deficit represented by the Lords i.e. the Lords is an unelected chamber.</li><li>• The electoral mandate i.e. by convention the Lords does not challenge policies in the government's manifesto</li></ul> <p>Accept any other valid synoptic points.</p>		<p>Commons has the authority and power to do so. Therefore, the Commons exerts more influence on government decisions.</p>
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Level 2	7-12	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3).</li> </ul>
Level 3	13-18	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	19-24	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1).</li> <li>• Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3).</li> </ul>
Level 5	25-30	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis (AO1).</li> </ul>

		<ul style="list-style-type: none"> <li>• Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>
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### Guidelines for Marking Non-Core Political Ideas Questions

AO1 (8 marks)

Marks here relate to knowledge and understanding. It should be used to underpin analysis (AO2) and evaluation (AO3)

AO2 (8 marks)

Candidates should form analytical views which support and reject the view presented by the question

AO3 (8 marks)

Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the prior analysis. They should be able to make and form judgments and they should reach reasoned conclusions.

Candidates must consider both sides presented in the question otherwise the mark is capped in level two. The judgement a candidate reaches about these sides should be reflected throughout their response.

Candidates who *do not* refer to two or more specific thinkers from the relevant section of the specification cannot achieve beyond Level 2.

The key thinkers are:-

**Anarchism:** Max Stirner; Pierre-Joseph Proudhon; Mikhail Bakunin; Peter Kropotkin; Emma Goldman.

**Ecologism:** Aldo Leopold; Rachel Carson; E.F. Schumacher; Murray Bookchin; Carolyn Merchant.

**Feminism:** Charlotte Perkins Gilman; Simone de Beauvoir; Kate Millett; Sheila Rowbotham; bell hooks.

**Multiculturalism:** Isaiah Berlin; Charles Taylor; Bikhu Parekh; Tariq Modood; Will Kymlicka.

**Nationalism:** Jean-Jacques Rousseau; Johann Gottfried von Herder; Giuseppe Mazzini; Charles Maurras; Marcus Garvey.

Other appropriate thinkers identified in the specification and beyond may gain credit but they cannot be substituted for the demand to name at least two of the specified thinkers to avoid the level two cap.

Accept any other valid responses.

Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
3(a)	<p>Agreement</p> <ul style="list-style-type: none"> <li>• Anarchists oppose the continuation of the state in all of its forms.</li> <li>• Anarchists believe that economic order will arise naturally or spontaneously.</li> </ul>	<p>Agreement</p> <ul style="list-style-type: none"> <li>• All forms of anarchism, individualist and collectivist, argue for an economic system without any state regulation (e.g. Goldman).</li> <li>• If economic order arises naturally then it is possible for it to be largely self-regulatory.</li> <li>• Collectivist anarchists such as Proudhon and Kropotkin argued for</li> </ul>	<p>Agreement</p> <ul style="list-style-type: none"> <li>• Therefore, consistency among anarchist tradition around the state shows that anarchists do have a coherent view on the economy.</li> <li>• Therefore, we can conclude that that anarchists do have a coherent view on the economy.</li> </ul>

	<ul style="list-style-type: none"> <li>• Many anarchists argue for more decentralised economies.</li> </ul> <p>Disagreement</p> <ul style="list-style-type: none"> <li>• There are very distinct anarchist traditions with regard to the economy.</li> <li>• Collective anarchists support mutuality and collectivism, anarcho-capitalists support a future society based on free markets and private property.</li> <li>• Most collectivist anarchists support an economy based on small-scale communities, a view not necessarily shared by other.</li> </ul>	<p>less centralised societies and economies which would be more in tune with our basic needs.</p> <p>Disagreement</p> <ul style="list-style-type: none"> <li>• There are wide differences between collectivist and individualist anarchist traditions with regards to the economy and these have very little in common with each other.</li> <li>• Collectivist anarchists support a future society based on collective ownership (Bakunin); anarcho-capitalists support a future society based on private ownership.</li> <li>• Collectivist anarchists mostly see a future economic system based on small-scale communities, whereas anarcho-capitalists do not see any inherent need for an economic system based on decentralisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Therefore, we can conclude from this consistency that collectivist anarchists do have a coherent view on the economy.</li> </ul> <p>Disagreement</p> <ul style="list-style-type: none"> <li>• We can conclude that these fundamental differences between collectivist and individualist anarchists mean that they do not have a coherent view on the economy.</li> <li>• Collectivist anarchism is a form of ultra-socialism and individualist anarchism is a form of ultra-liberalism. This shows how fundamentally different their views on a future society are.</li> <li>• We can conclude from the different economic models that collectivist and individualist anarchists have that they do not have a coherent view on the economy.</li> </ul>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis (AO1).</li> <li>• Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	5-9	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>
Level 3	10-14	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	15-19	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20-24	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> </ul>

		<ul style="list-style-type: none"> <li>Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>
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Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
3(b)	<p>Agreement</p> <ul style="list-style-type: none"> <li>Anarchism is based on a positive view of human nature.</li> <li>There have been successful examples of social organisation based on anarchist principles.</li> <li>Individualist anarchists support a society based on rational and self-interested individuals.</li> </ul>	<p>Agreement</p> <ul style="list-style-type: none"> <li>An anarchist society is based on a positive and malleable view of human nature (Kropotkin). It is the state and exploitative societies which undermine and threaten the natural order of an anarchist society.</li> <li>The watchmakers of Switzerland (Proudhon) who based their affairs on mutual co-operation and of anarcho-syndicalism show that a society based on anarchist principles is a realistic.</li> <li>Individualist anarchists have a more realistic view of human nature and base their future anarchist society on self-interested and rational (Stirner) individuals.</li> </ul>	<p>Agreement</p> <ul style="list-style-type: none"> <li>We can conclude that on the basis of anarchists' views of human nature that a stateless anarchist society is achievable.</li> <li>Therefore, the successful examples of anarchism in practice show that an anarchist society is achievable.</li> <li>Therefore, we can conclude that a society based on individualist anarchist principles is achievable.</li> </ul>

	<p>Disagreement</p> <ul style="list-style-type: none"> <li>• Anarchism is based on an over-optimistic view of human nature.</li> <li>• Modern societies require a state authority.</li> <li>• There are no examples of a successful anarchist society.</li> </ul>	<p>Disagreement</p> <ul style="list-style-type: none"> <li>• Collectivist anarchism in particular is based on an over-optimistic view of human nature in that individuals will not seek to exploit each other in the absence of a state.</li> <li>• Modern, complex societies require a state authority to ensure law and order, the protection of rights and the regulation of the economy.</li> <li>• Examples of societies based on anarchist principles have only been short-lived and small-scale.</li> </ul>	<p>Disagreement</p> <ul style="list-style-type: none"> <li>• Therefore, we can conclude that an anarchist society is not a realistic goal since it is based on a utopian view of human nature.</li> <li>• Therefore, we can conclude that an anarchist society is not a realistic goal as we require state authorities to regulate complex societies.</li> <li>• Therefore, we can conclude that this absence of practical examples of successful anarchist society shows that anarchist principles are utopian and that an anarchist society is an unrealistic goal.</li> </ul>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis (AO1).</li> <li>• Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	5-9	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>
Level 3	10-14	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	15-19	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20-24	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> </ul>

		<ul style="list-style-type: none"> <li>Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>
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Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
4(a)	<p>Agreement</p> <ul style="list-style-type: none"> <li>Deep ecologists argue for a society without economic growth.</li> <li>Some shallow ecologists also have significant concerns over economic growth.</li> <li>Ecologists oppose materialism and consumerism which are associated with economic growth.</li> </ul>	<p>Agreement</p> <ul style="list-style-type: none"> <li>Deep ecologists wish to create a society without or virtually without economic growth as this is the only way we can avoid environmental destruction.</li> <li>Eco-anarchists (Bookchin) argue that living in harmony with the environment requires very limited economic growth, living in small devolved communities.</li> <li>Ecologists reject the culture of materialism and consumerism as both harmful to the environment (Schumacher) and harmful to our well-being.</li> </ul>	<p>Agreement</p> <ul style="list-style-type: none"> <li>We can conclude that deep ecologists therefore have significant concerns over economic growth.</li> <li>We can conclude that shallow ecologists therefore have significant concerns over economic growth.</li> <li>As the vast majority of ecologists oppose materialism and consumerism we can conclude that they have concerns over economic growth.</li> </ul>

	<p>Disagreement</p> <ul style="list-style-type: none"> <li>• Green capitalists argue for higher levels of economic growth.</li> <li>• Most ecologists support sustainable economic growth.</li> </ul> <ul style="list-style-type: none"> <li>• Eco-socialists have less concerns over economic growth than other social ecologists.</li> </ul>	<p>Disagreement</p> <ul style="list-style-type: none"> <li>• Green capitalists argue that additional state regulations, taxes and investment in new technologies will be sufficient to ensure sustainable economic growth.</li> <li>• Most ecologists argue that some (lower) economic growth is compatible with a sustainable future for the environment (Carson), using e.g. renewable resources.</li> <li>• Eco-socialists argue that capitalism is the enemy of the environment and not economic growth itself. A collectivised economy would be compatible with relatively high levels of (sustainable) economic growth.</li> </ul>	<p>Disagreement</p> <ul style="list-style-type: none"> <li>• We can conclude that green capitalists have less concerns over economic growth.</li> <li>• We can conclude from the fact that the vast majority of ecologists support sustainable economic growth that they are less concerned over economic growth.</li> <li>• We can conclude from this that eco-socialists are less concerned over economic growth.</li> </ul>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis (AO1).</li> <li>• Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	5-9	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>
Level 3	10-14	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	15-19	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20-24	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> </ul>

		<ul style="list-style-type: none"> <li>Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>
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Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
4(b)	<p>Agreement</p> <ul style="list-style-type: none"> <li>Some shallow ecologists argue for radical social change (Bookchin).</li> <li>Ecologists argue for a less materialistic and consumerist society (Schumacher).</li> <li>Deep ecologists argue for a reduction in the world's population.</li> </ul>	<p>Agreement</p> <ul style="list-style-type: none"> <li>Eco-socialists argue for a collectivised economy with strong state intervention while eco-anarchists argue for small-scale communities living in harmony with nature.</li> <li>Ecologists want to create a society which is not based on a culture of materialism and consumerism, one where contentment is not based on possessions. This involves a radical change in our values.</li> <li>Deep ecologists wish to create a completely eco-centric society. This would require a significant reduction in the world's population.</li> </ul>	<p>Agreement</p> <ul style="list-style-type: none"> <li>As several strands of shallow ecology argue for radically different economic and social systems, we can conclude that they agree that there needs to be a radical change in society.</li> <li>We can conclude from this fundamental change in values that ecologists agree on the need for a radical change in society.</li> <li>We can conclude from the views of deep ecologists that this would involve a radical change in society.</li> </ul>

	<p>Disagreement</p> <ul style="list-style-type: none"> <li>• Green capitalists argue against radical change.</li> <li>• Shallow ecologists disagree about the extent of change necessary in society.</li> <li>• Most ecologists reject the view of deep ecologists.</li> </ul>	<p>Disagreement</p> <ul style="list-style-type: none"> <li>• Green capitalists argue that additional state regulations, taxes and investment in new technologies will be sufficient to ensure sustainable growth.</li> <li>• Ecologists generally agree that society should be significantly less materialistic and not based on consumerism and waste. However, they disagree on the best way of addressing this, with some arguing for radical social change and some arguing for less radical change.</li> <li>• Most ecologists are anthropocentric and reject the extreme view that we should reduce the world's population, or that we can have an economy based on zero growth.</li> </ul>	<p>Disagreement</p> <ul style="list-style-type: none"> <li>• We can conclude from the views of green capitalists that ecologists do not agree that there needs to be a radical change in society.</li> <li>• We can conclude from the lack of consensus among shallow ecologists that they do not agree that there needs to be a radical change in society.</li> <li>• We can conclude from the fact that the vast majority of ecologists are anthropocentric, that they do not agree that there needs to be a radical change in society.</li> </ul>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis (AO1).</li> <li>• Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	5-9	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>
Level 3	10-14	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	15-19	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20-24	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> </ul>

		<ul style="list-style-type: none"> <li>Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>
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Question number	AO1 8 Marks	AO2 8 Marks	AO3 8 Marks
5(a)	<p><b>Agreement</b></p> <ul style="list-style-type: none"> <li>Most feminists agree that there is no difference between the human nature of men and women.</li> <li>Most feminists agree that gender distinctions are social constructs rather than part of human nature.</li> <li>Most feminists agree that once patriarchy has been overcome gender distinctions will become largely irrelevant</li> </ul>	<p><b>Agreement</b></p> <ul style="list-style-type: none"> <li>Equality feminists, i.e. the majority of feminists across the different traditions, believe that humans are androgynous and that gender distinctions are not based on natural differences between men's and women's human nature (Beauvoir).</li> <li>Equality feminists argue that society requires women to adopt the 'feminine' gender role in order for her to accept her position in the family structure, among others. These gender roles can and should be challenged (Millett) in order to improve the position of women in society.</li> <li>Equality feminists argue that patriarchy instils gender stereotypes on women &amp; men in society, imposing an artificial 'nature' on women to keep them in a subordinate position (Charlotte Perkins Gilman).</li> </ul>	<p><b>Agreement</b></p> <ul style="list-style-type: none"> <li>Showing that, as equality feminists reject the idea that gender distinctions are based on human nature there is agreement over human nature.</li> <li>Most equality feminists reject and challenge gender distinctions and discrimination in society, which they argue are based on social constructs rather than human nature. Therefore, they agree over human nature.</li> <li>Therefore, most feminists agree that Patriarchy distorts the true nature of both men and women in society.</li> </ul>
	<p><b>Disagreement</b></p> <ul style="list-style-type: none"> <li>Difference feminists believe that men and women have different natures and that gender distinctions are based on these.</li> <li>Difference feminists argue that women should not try to be like men but should</li> </ul>	<p><b>Disagreement</b></p> <ul style="list-style-type: none"> <li>Difference feminists believe that men and women have different natures which are rooted in biology, known as essentialism. This puts them at odd with most strands of feminism.</li> <li>Difference feminists argue against androgyny insisting that women should not try to be like men, but rather celebrate their differences and distinctiveness, which are based on their distinct human nature.</li> </ul>	<p><b>Disagreement</b></p> <ul style="list-style-type: none"> <li>Difference feminists therefore they disagree fundamentally with most other feminists over human nature.</li> <li>Difference feminists argue for a society where women's differences are celebrated, based on their belief in the different human natures of men and women. Therefore, feminists disagree over human nature.</li> </ul>

celebrate their differences and distinctiveness.	<ul style="list-style-type: none"> <li>An extreme and rare form of difference feminism argues for separatism</li> </ul>	<ul style="list-style-type: none"> <li>Separatist feminists argue that men are predisposed to oppress women and this biological difference is fixed. The only option therefore is for women to live separately, free from oppression</li> </ul>	<ul style="list-style-type: none"> <li>This is a clear difference between feminists as the vast majority of feminist are horrified at this approach to gender relations.</li> </ul>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> <li>Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis (AO1).</li> <li>Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2).</li> <li>Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	5-9	<ul style="list-style-type: none"> <li>Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1).</li> <li>Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>
Level 3	10-14	<ul style="list-style-type: none"> <li>Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis (AO1).</li> <li>Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	15-19	<ul style="list-style-type: none"> <li>Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1).</li> <li>Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> </ul>

		<ul style="list-style-type: none"> <li>Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20-24	<ul style="list-style-type: none"> <li>Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis (AO1).</li> <li>Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> <li>Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>

Question number	AO1 8 Marks	AO2 8 Marks	AO3 8 Marks
5 (b)	<p><b>Agreement</b></p> <ul style="list-style-type: none"> <li>Most feminists agree that they wish to create a society where women are free to develop without social constructs.</li> <li>Most feminists want to abolish patriarchy and create a society based on equality between men and women.</li> <li>Many feminists want to create a more collectivist society.</li> </ul>	<p><b>Agreement</b></p> <ul style="list-style-type: none"> <li>This is because most feminists believe that a future society will be one where gender has little impact on one's life chances (Beauvoir/ Charlotte Perkins Gilman).</li> <li>Many feminists recognise that the family plays a key role in a patriarchal society and seek to adapt it in a future society (Millet / Charlotte Perkins Gilman)</li> <li>Although they take very different approaches, Radical (Millett) Socialist (Rowbotham) and Post-Modern feminists are in favour of a more collectivist society, either in terms of a shared 'sisterhood' or in terms of social class.</li> </ul>	<p><b>Agreement</b></p> <ul style="list-style-type: none"> <li>Most feminists therefore agree that gender will become less significant in the way societies are structured showing broad agreement about the type of society that they wish to create.</li> <li>Different strands of feminism are in agreement that a future society without patriarchy will embody equality between men and women showing broad agreement about the type of society that they wish to create.</li> <li>Most strands of feminism are in favour of a more collectivist approach to society showing agreement about the type of society that they wish to create.</li> </ul>

	<p><b>Disagreement</b></p> <ul style="list-style-type: none"> <li>• Not all feminists seek to create a society where men and women are equal, as difference feminists seek to create a society based on difference.</li> <li>• Beyond this, even feminists who seek to create an equal society for men and women disagree over what that society will look like.</li> <li>• Liberal feminists argue for a society based on individualism.</li> </ul>	<p><b>Disagreement</b></p> <ul style="list-style-type: none"> <li>• As Difference feminists do not believe in androgyny, this means that they are in favour of a society which recognises and celebrates the differences between men and women.</li> <li>• Radical feminists argue for the abolition of patriarchy in society, Socialist feminists argue for the abolition of class distinctions and capitalism, as well as for women's equality in society, whereas liberal feminists believe that ensuring equality in the law and equality of opportunity for women in society is sufficient</li> <li>• Liberal feminists' values are based on an individualist approach to society whereas other feminists, like Post-Modern Feminists believe that the shared cultural experiences of different groups of women helps to identify a collective experience in society (hooks)</li> </ul>	<p><b>Disagreement</b></p> <ul style="list-style-type: none"> <li>• The very distinct views of difference feminists show that feminists do not agree on the nature of the society they wish to create.</li> <li>• The different strands of feminism have very different views about the type of society they wish to create, which shows that therefore they do not agree on this issue.</li> <li>• Liberal feminism's focus on individualism shows that there are disagreements between them and other feminists on the nature of the society they wish to create.</li> </ul>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis (AO1).</li> <li>• Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	5-9	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>
Level 3	10-14	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	15-19	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20-24	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> </ul>

		<ul style="list-style-type: none"> <li>Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>
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Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
6(a)	<p>Agreement</p> <ul style="list-style-type: none"> <li>Conservatives argue that shared values and a common culture are essential for society.</li> <li>Conservatives criticise multiculturalism for ignoring human nature.</li> <li>Conservatives criticise multiculturalism for justifying intolerant and illiberal views and practices.</li> </ul>	<p>Agreement</p> <ul style="list-style-type: none"> <li>Conservatives argue that successful and stable societies are based on shared values and a common identity and culture. They reject multiculturalism as it undermines this shared national identity creating tension and conflict.</li> <li>Conservatives argue that humans are psychologically imperfect and need a common cultural identity for stability and security whilst multiculturalism makes difference more visible.</li> <li>Conservatives criticise pluralist multiculturalism in particular for justifying intolerant, illiberal values and practices such as forced marriage or FGM, as they practise value pluralism (Berlin) and oppose liberal universalism (Parekh).</li> </ul>	<p>Agreement</p> <ul style="list-style-type: none"> <li>Conservatives argue that multiculturalism fractures and fragments society and leads to marginalisation, segregation and ghettoization. Therefore they reject multiculturalism</li> <li>Conservatives argue that multiculturalists ignore a fundamental reality of our human nature and therefore conservatives reject multiculturalism.</li> <li>Conservatives argue that practices, values or beliefs that run counter to a nation's values should not be tolerated and so reject multiculturalism</li> </ul>
	<p>Disagreement</p> <ul style="list-style-type: none"> <li>Multiculturalists argue that conservatives try to impose their common culture on minority groups.</li> </ul>	<p>Disagreement</p> <ul style="list-style-type: none"> <li>Multiculturalists reject the conservative view that minorities should conform to the majority culture as this has failed in practice and ignores the importance of culture and identity to the individual (C Taylor)</li> </ul>	<p>Disagreement</p> <ul style="list-style-type: none"> <li>Multiculturalists reject the conservative criticism that societies should have one culture and that newcomers should assimilate as they believe this is oppressive and will lead to a feeling of alienation, injustice and perception of injustice which undermine the unity of society.</li> </ul>

<ul style="list-style-type: none"> <li>• Multiculturalists reject the conservative view of human nature.</li> <li>• Many multiculturalists reject the supposed universalism of conservative values.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiculturalists reject the conservative view of human nature arguing that all humans are culturally embedded (Parekh) and their identity is bound up in their culture (C Taylor).</li> <li>• Some multiculturalists (Isaiah Berlin) argued for value pluralism, which rejects the view of conservatives (and others) that there are one set of values which are superior to others (Bhikhu Parekh).</li> </ul>	<ul style="list-style-type: none"> <li>• Multiculturalists argue that the best way to build secure and stable societies is not by promoting a common identity and shared values but by promoting diversity.</li> <li>• Pluralist multiculturalists reject the conservative belief that some cultural values are necessarily better than others and therefore they reject conservative criticisms of multiculturalism.</li> </ul>
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Level 1	1-4	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis (AO1).</li> <li>• Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	5-9	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>
Level 3	10-14	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>

Level 4	15–19	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20–24	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>

Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
6(b)	<p>Agreement</p> <ul style="list-style-type: none"> <li>• Multiculturalists disagree on how far the state should support diversity in multicultural societies.</li> <li>• Multiculturalists disagree on how far the state's role extends in promoting multiculturalism</li> </ul>	<p>Agreement</p> <ul style="list-style-type: none"> <li>• Liberal multiculturalists set clear limit to what should or should not be tolerated and so practice shallow diversity. For example, the state should outlaw practices that are themselves intolerant or illiberal, such as FGM whilst pluralist multiculturalists believe in deep diversity due to their belief in value pluralism (Berlin) or opposition to liberal universalism (Parekh).</li> <li>• Some multiculturalists argue that the state should promote the politics of recognition (Taylor) and/or group differentiated rights (Kymlicka) whilst pluralist multiculturalists would see the role of the state extending further with all functions of the state reimagined through multiculturalism (Parekh) and social and economic inequality must be tackled to promote multiculturalism.</li> </ul>	<p>Agreement</p> <ul style="list-style-type: none"> <li>• It is clear that multiculturalists do deeply disagree over the limits of tolerance, with liberal multiculturalists rejecting views and practices which are not in line with liberal beliefs with pluralist multiculturalists supporting value pluralism and rejecting this form of liberal universalism.</li> <li>• Since multiculturalists disagree on how far the state should go in promoting a multicultural society this shows that they disagree over the role of the state.</li> </ul>

	<ul style="list-style-type: none"> <li>• Multiculturalists disagree on whether or not the state should play a role in rethinking the national story of the state/nation</li> </ul>	<ul style="list-style-type: none"> <li>• Some multiculturalists argue that the state has to go beyond minority rights and promoting diversity to promote continuous dialogue between cultures to rewrite the national story so it is inclusive and respectful of all cultures (Modood).</li> </ul>	<ul style="list-style-type: none"> <li>• As there is disagreement among multiculturalists on whether the state should play a role in redefining the national story of the state in order to create a sense of unity within society.</li> </ul>
	<p>Disagreement</p> <ul style="list-style-type: none"> <li>• Multiculturalists agree that states can be used to promote a single dominant culture.</li> <li>• Multiculturalists agree that the state has to act beyond anti-discrimination laws and formal equality as it is necessary to protect minority rights in law.</li> <li>• Multiculturalists should promote diversity and forms of integration for individuals from minority cultures</li> </ul>	<p>Disagreement</p> <ul style="list-style-type: none"> <li>• Multiculturalists agree that the state can play a negative role if it promotes a single dominant culture in society (Parekh/Taylor) through assimilation and that even if the state is neutral its decisions will reflect the culture of the majority (Kymlicka) such as the official language, curriculum and designating of public holidays.</li> <li>• Multiculturalists agree that the state is a useful instrument in protecting minorities and minority rights (Kymlicka) through the concept of group differentiated rights.</li> <li>• Multiculturalists believe it is the responsibility of the state to promote diversity in society as culture is so important to the identity of the individual (Taylor). The state should also provide multiple routes of integration including multiculturalist integration (Modood) to ensure there is a balance between diversity and unity.</li> </ul>	<p>Disagreement</p> <ul style="list-style-type: none"> <li>• Therefore, multiculturalists strongly agree that the state can play a negative role in promoting a dominant culture and oppressing minority cultures.</li> <li>• Therefore, multiculturalists agree that the state can play a crucial role in defending minority rights in society.</li> <li>• Multiculturalists therefore agree that promoting diversity and multiple routes for integration is a crucial role for the state so that it can balance diversity and unity (Parekh/Modood).</li> </ul>

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Level 2	5-9	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>
Level 3	10-14	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	15-19	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20-24	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> </ul>

		<ul style="list-style-type: none"> <li>Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>
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Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
7(a)	<p>Agreement</p> <ul style="list-style-type: none"> <li>Some forms of Nationalism are backward looking.</li> <li>Nationalism appeals to the worst aspects of our human nature - fear of strangers or 'aliens'.</li> <li>Expansionist nationalism leads to conflict and even war.</li> </ul>	<p>Agreement</p> <ul style="list-style-type: none"> <li>Conservative and Expansionist nationalism are backward looking, either historically or culturally (Herder) seeking to celebrate a glorified past.</li> <li>Conservative and Expansionist Nationalism is often exclusive and encourages a fear of the 'other'. This is not in tune with modern, multicultural and global societies.</li> <li>Expansionist nationalism (Maurras) encourages conflicts between nations and dominance over other nations. This can lead to conflict and even war.</li> </ul>	<p>Agreement</p> <ul style="list-style-type: none"> <li>We can conclude that many forms of nationalism are backward looking, and therefore regressive.</li> <li>We can conclude that as nationalism encourages fear or distrust of the 'other' or 'aliens' it is a regressive ideology.</li> <li>We can conclude that since expansionist nationalism threatens the peaceful co-existence of nation states this shows that it is regressive.</li> </ul>
	<p>Disagreement</p> <ul style="list-style-type: none"> <li>Liberal and anti/post-colonial nationalism is forward looking.</li> <li>Liberal nationalism is based on a more positive view of human nature than some other forms of nationalism.</li> <li>Most forms of nationalism do not support conflict and war.</li> </ul>	<p>Disagreement</p> <ul style="list-style-type: none"> <li>Liberal and anti/post-colonial nationalism is forward looking, promoting a more globalised world of inter-dependent nation states (Rousseau).</li> <li>Liberal nationalism is based on a more positive view of human nature than conservative or chauvinist nationalism. It promotes a more optimistic and inclusive form of nationalism</li> <li>Liberal, anti/post-colonial and even conservative nationalism support a peaceful world order in which countries co-exist in relative harmony.</li> </ul>	<p>Disagreement</p> <ul style="list-style-type: none"> <li>As liberal and anti/post-colonial nationalism are progressive and forward looking, we can conclude that nationalism is not regressive.</li> <li>As liberal nationalism is based on a more positive view of human nature, and a more inclusive nationalism, we can conclude that that nationalism is not regressive.</li> <li>As most forms of nationalism do not threaten conflict, or even war, between nation-states, we can conclude that nationalism is not regressive.</li> </ul>

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Level 2	5-9	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>
Level 3	10-14	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	15-19	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20-24	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> </ul>

		<ul style="list-style-type: none"> <li>Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>
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Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
7(b)	<p>Agreement</p> <ul style="list-style-type: none"> <li>All forms of nationalism emphasise differences between different nations and groups within societies.</li> <li>Expansionist and Conservative nationalism are more exclusive forms of nationalism which promote divisions within societies.</li> <li>Expansionist nationalism actively promotes divisions within societies.</li> </ul>	<p>Agreement</p> <ul style="list-style-type: none"> <li>Nationalism encourages people to identify their differences from other nations and peoples, and emphasises this distinctiveness as a source of identity (Garvey).</li> <li>The more exclusive forms of nationalism such as Expansionist and Conservative nationalism emphasise divisions based on differences that have a greater sense of permanence. (Mazzini).</li> <li>Expansionist nationalism generates a very exclusive form of patriotism (integral nationalism) which is often triumphant and claims superiority over other groups or nations. (Maurras)</li> </ul>	<p>Agreement</p> <ul style="list-style-type: none"> <li>As nationalism emphasises the differences between nations and peoples in society we can conclude that it divides rather than unites societies.</li> <li>We can conclude that the more exclusive forms of nationalism are more likely to divide rather than unite societies.</li> <li>We can conclude that since expansionist nationalism argues that some nations are 'superior' and others 'inferior' this divides rather than unites societies.</li> </ul>

<p>Disagreement</p> <ul style="list-style-type: none"> <li>• For nationalists the patriotic bonds that bind us together promote unity within societies.</li> <li>• Liberal nationalism is a particularly inclusive form of nationalism which promotes unity rather than divisions.</li> <li>• Conservative nationalism encourages cultural nationalism which unites people around shared values and traditions.</li> </ul>	<p>Disagreement</p> <ul style="list-style-type: none"> <li>• Nationalism is based on the similarities and shared history which unites and binds us together. (Herder)</li> <li>• Liberal nationalism is an inclusive form of political nationalism, viewing the nation-state as the ideal political unit and a system of independent nation-states, which respect each other's sovereignty, as the ideal international model. (Rousseau)</li> <li>• Both conservative and cultural nationalism emphasise the importance of our shared culture which is a force for unity within societies.</li> </ul>	<p>Disagreement</p> <ul style="list-style-type: none"> <li>• We can conclude that as nationalism is a force for binding people together, it unites rather than divides societies</li> <li>• We can conclude that as liberal nationalism is an inclusive form of nationalism it therefore unites rather than divides societies.</li> <li>• We can conclude that since conservative nationalism has a strong emphasis on shared national culture that it unites rather than divides societies.</li> </ul>
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Level 1	1-4	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis (AO1).</li> <li>• Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	5-9	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>

Level 3	10-14	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	15-19	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20-24	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>

