



A-level POLITICS 7152/3

Paper 3 Political ideas

Mark scheme

June 2025

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from aqa.org.uk

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

Levels of response mark scheme for 9-mark questions

0	1
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Socialism

Explain and analyse three ways in which socialist thinkers view the methods of achieving socialism.

[9 marks]

0	2
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Liberalism

Explain and analyse three ways in which liberal thinkers view capitalism.

[9 marks]

0	3
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Conservatism

Explain and analyse three ways in which conservative thinkers view private property.

[9 marks]

Target AO1: 6 marks, AO2: 3 marks

Level	Marks	Descriptors
3	7–9	- Detailed knowledge of relevant political concepts, institutions and processes is demonstrated and appropriate political vocabulary is used (AO1). - Thorough explanations and appropriate selection of accurate supporting examples demonstrate detailed understanding of relevant political concepts, institutions and processes (AO1). - Analysis of three clear points is structured, clearly focused on the question and confidently developed into a coherent answer (AO2).
2	4–6	- Generally sound knowledge of political concepts, institutions and processes is demonstrated and generally appropriate political vocabulary is used (AO1). - Some development of explanations and generally appropriate selection of supporting examples demonstrate generally accurate understanding of relevant political concepts, institutions and processes, though further detail may be required in places and some inaccuracies may be present (AO1). - Analysis is developed in most places, though some points may be descriptive or in need of further development. Answers, for the most part, are clearly expressed and show some organisation in the presentation of material (AO2). Students who only make two relevant points will be limited to this level.

1	1–3	• Limited knowledge of political concepts, institutions and processes is demonstrated and little or no appropriate political vocabulary is used (AO1). • Limited development of explanations and selection of supporting examples demonstrate limited understanding of relevant political concepts, institutions and processes, with further detail required and inaccuracies present throughout (AO1). • Analysis takes the form of description for the most part. Coherence and structure are limited (AO2). Students who only make one relevant point will be limited to this level.
0	0	• Nothing worthy of credit.

0	1
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Socialism

Explain and analyse three ways in which socialist thinkers view the methods of achieving socialism.

[9 marks]**Indicative content**

In their explanations and analysis, students may be expected to cover areas such as the following:

- explanation and analysis of how all socialists advocate a redistribution of wealth in order to deal with the inequality of opportunity outcome that they view as inevitable in capitalist societies
- explanation and analysis of how revolutionary socialists believe that capitalism will need to be overthrown and eradicated, by violence if necessary. Students may develop their explanation by analysing the argument that capitalism is irredeemable and corrupting, requiring its removal. Students may refer to the work of Marx which suggested that revolution was a historical inevitability, and Luxemburg who advocated for the vanguard of the proletariat to agitate for revolution through acts of resistance such as industrial strikes
- explanation and analysis of how democratic socialists advocate a peaceful and gradual eradication of capitalism through a parliamentary route. Students may develop their answers by referring to the work of Webb, her concerns over the effects of revolution in Soviet Russia and her advocacy for the co-operative movement and her belief in the 'inevitability of gradualness'
- explanation and analysis of the social democratic approach to achieving socialism and the argument that reform of capitalism to reduce inequality was preferable to its eradication. Students may develop their analysis by explaining how the welfare state, public services and the concept of a Keynesian mixed economy in many post-war European countries were used to achieve socialist goals. Students may refer to the work of Crosland
- explanation and analysis of more recent developments in socialism, in particular the policies of governments such as New Labour between 1997–2010 who preferred to focus on facilitating equality of opportunity (rather than outcome) by investment in public services (some responses may refer to concepts such as a 'hand up not a hand out'). Students may cite 'third way' thinkers such as Giddens to develop their explanation.

Students are required to consider only three ways in which socialists view the methods of achieving socialism. If a student exceeds this number, reward only the best three. However, some may include relevant points not listed above and those should be credited. If a student gives only one or two examples they will receive a maximum of three and six marks respectively.

0	2
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Liberalism

Explain and analyse three ways in which liberal thinkers view capitalism.

[9 marks]

Indicative content

In their explanations and analysis, students may be expected to cover areas such as the following:

- explanation and analysis of property rights being a key for liberal thinkers, and a fundamental way in which individuals can advance themselves. Students may develop their explanation with the ideas of thinkers such as Locke in their arguments and his suggestion that all humans are born with the natural right to 'life, liberty and property.'
- explanation and analysis of the concept of the minimal state and the argument advanced by classical liberals that there should be minimal intervention in the economy as tax is an impingement on property rights. Students may develop their arguments further by suggesting that capitalism and rights to property are more meritocratic than the hereditary principle of monarchical societies. Students may refer to the work of Locke or Wollstonecraft in their answers
- explanation and analysis of transitional liberals who believe that rights to property alone would not allow all people to be truly free and reach their potential in a capitalist system. Students may develop their answers by suggesting that some liberals argue that the taxation, either national or local, is required to achieve this. Students may refer to thinkers such as T.H Green and his views on the 'enabling state' to develop their explanations
- explanation and analysis of modern liberals and their advocacy of far greater intervention in the economy by the state. Students may develop their arguments by suggesting that thinkers such as Rawls and Friedan argue that the state should provide a comprehensive support in order to provide the 'positive liberty' required for individuals to fulfil their potential. Students may refer to the work of economists such J.M Keynes.

Students are required to consider only three ways in which liberal thinkers view capitalism. If a student exceeds this number reward only the best three. However, some may include relevant points not listed above and these should be credited. If a student gives only one or two examples they will receive a maximum of three and six marks respectively.

0	3
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Conservatism

Explain and analyse three ways in which conservative thinkers view private property.

[9 marks]

Indicative content

In their explanations and analysis, students may be expected to cover areas such as the following:

- explanation and analysis of conservatives' support for private property either as an individual right, or as a source of continuity to maintain social order. Students may develop their arguments by suggesting that conservatives are suspicious or even hostile to more egalitarian systems such as socialism. Students may refer to thinkers from Burke to Rand
- explanation and analysis of how traditional conservative thinkers view private property. This may be linked to the importance of tradition, a pragmatic mindset and a way of preserving institutions, such as the aristocracy and the monarchy, as well as property being a reflection of the natural order of society. Students may refer to thinkers such as Burke
- explanation and analysis of how conservative thinkers from the one-nation perspective have favoured a mixed economy and have therefore tolerated higher levels of redistribution and taxation as a limitation to private property. This may be linked to concepts such as paternalism and a safety net via the welfare state. Students may refer to one-nation conservatism or Christian democracy as political movements and may also use thinkers such as Oakeshott
- explanation and analysis of how conservative thinkers from the New Right have favoured rolling back the frontiers of the state in the economic realm and that therefore restrictions on private property by the state must be kept to an absolute minimum. This may be linked to policies such as privatisation, deregulation and marketisation. Students may refer to the work of Rand or Nozick in their answers, for example citing their influence on the Thatcher and Reagan administrations of the 1970s and 80s.

Students are required to consider only three ways in which conservative thinkers have viewed private property. If a student exceeds this number reward only the best three. However, some may include relevant points not listed above and those should be credited. If a student gives only one or two examples they will receive a maximum of three and six marks respectively.

Section B

Levels of response mark scheme for 25-mark extract-based essay

0	4	Analyse, evaluate and compare the arguments made in the above extracts on the nature of conservatism in society. In your answer you should refer to the thinkers that you have studied.
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[25 marks]

Target AO1: 5 marks, AO2: 10 marks, AO3: 10 marks

Level	Marks	Descriptors
5	21–25	• Detailed and accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the issue under discussion (AO1). • Analysis of the extract is balanced and confidently developed (AO2). • Comparisons are well explained, are focused on the question and fully supported with relevant and developed examples (AO2). • Evaluation of the above leads to well substantiated conclusions that are consistent with the preceding discussion (AO3). • Relevant perspectives and/or the status of the extract are successfully evaluated in the process of constructing arguments (AO3). • The answer is well organised, coherent and has a sustained analytical focus on the question (AO2).
4	16–20	• Accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the issue under discussion, though further detail may be required in places (AO1). • Analysis of the extract is balanced and developed, though some elements of the analysis could be expanded and/or developed further (AO2). • Comparisons are relevant to the questions as set, and supported with examples (AO2). • Evaluation leads to conclusions that show some substantiation and are consistent with the preceding discussion (AO3). • Relevant perspectives and/or the status of the extract are evaluated in constructing arguments, although in some places there could be further development (AO3). • The answer is well organised, analytical in style and is focused on the question as set (AO2).

3	11–15	• Generally sound knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though inaccuracies will be present (AO1). • Analytical points relating to the extract are made and developed in places, showing some balance, though some points are descriptive rather than analytical (AO2). • Comparisons are made and may be supported by examples (AO2). • Evaluation leads to conclusions that are consistent with the preceding discussion, but that lack substantiation (AO3). • Relevant perspectives and/or the status of the extract are commented on in constructing arguments, though evaluation is lacking depth (AO3). • The answer is organised, occasionally analytical and focused on the question as set (AO2).
2	6–10	• Some knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though these contain inaccuracies and irrelevant material (AO1). • Analysis of the extract takes the form of description in most places, with some attempt at balance, though many points are unsupported assertions (AO2). • Comparisons tend to be limited and unsupported by examples (AO2). • Some attempt to draw conclusions is made, but these lack depth and clear development from the preceding discussion (AO3). • Relevant perspectives are identified and some awareness of the status of the extract is shown in the process of constructing arguments, though evaluation will be superficial (AO3). • The answer shows some organisation and makes some attempt to address the question (AO2).
1	1–5	• Limited knowledge and understanding of relevant political concepts, institutions and processes, with inaccuracies and irrelevant material present throughout (AO1). • Analysis of the extract takes the form of description and assertion, with little or no attempt made at balance (AO2). • Comparisons tend to be superficial and undeveloped (AO2). • Conclusions, when offered, are asserted and have an implicit relationship to the preceding discussion (AO3). • Little or no evaluation of relevant perspectives and the status of the extract is present (AO3). • The answer shows little organisation and does not address the question (AO2).
0	0	• Nothing worthy of credit.

0 4

Analyse, evaluate and compare the arguments made in the above extracts on the nature of conservatism in society. In your answer you should refer to the thinkers that you have studied.

[25 marks]**Indicative content**

In the analysis and evaluation of the debate on the nature of conservatism in society, as made in the extracts, students should be expected to cover areas such as the following:

- analysis and evaluation of the New Right perspective on the individual in society. In Extract 1 students may refer to 'the individual, and his rights to life, liberty and property'. Students may develop their analysis and evaluation by suggesting that New Right conservatives have an atomistic view of society, and that maximising individual freedom by protecting these rights is seen as the primary political goal. Comparisons may be made to Extract 2, referring to 'Burke resisted the attempts of some of his contemporaries to study man as if he could be viewed in isolation, apart from all the trappings of society.' Students may develop their analysis and evaluation by explaining that traditional conservatives such as Burke saw humans existing within established social networks and institutions that were essential for maintaining social order, which was the basis of individual liberty
- analysis and evaluation of how Nozick's view of society required minimal government intervention, 'no more than a minimal state was warranted for protecting its members from violence, theft and breach of contract, and ensuring the just acquisition and transfer of property, while not interfering in the right to pursue one's own ends.' Students may develop their analysis and evaluation by suggesting that this was a result of the heavy reliance on property rights but also extended to all aspects of society and that many New Right thinkers have a libertarian view on social issues. Students may make a comparison with Extract 2, "little platoons" – family, church, and local community – these guide men toward virtues such as temperance and fortitude. It is in the local and particular that we are able to live justly." Students may develop their analysis and evaluation by explaining that many traditional conservatives are also therefore sceptical of the role of a large centralised state and its ability to create a just society. Students may also note however that traditional conservatives are more likely to argue that society should protect traditional institutions such as The Church which have sought to impose a common morality on society as they are a source of stability
- analysis and evaluation of the extent to which individuals were considered as equal in society. Students may refer to Extract 1, 'From each as they chose, to each as they are chosen'. Students may develop their analysis and evaluation by explaining that Nozick thought property rights should extend to all in society equally and equality of outcome was unjust and unachievable. Comparisons may be made with Extract 2, 'seeing political life as best conducted within an order of particular habits and presumptions'. Students may develop their analysis and evaluation by suggesting that Burke believed that society had a natural order that therefore those in the monarchy and aristocracy should naturally take a lead role in politics and rejected the idea of innate equality between all humans
- analysis and evaluation of thinkers other than Burke and Nozick. Responses that are clearly focused on the arguments made in the extracts should be credited.

The analysis and evaluation of any political information is affected by:

- who the author is – their position or role
- the type of publication – newspaper, academic journal, electronic media
- the overt or implicit purpose of the author – to inform, persuade or influence
- the relevance of the extract to a political issue or concern, and how representative the extract is of a particular viewpoint.

Students will be expected to address some of these factors in their analysis and evaluation of the extracts:

- in relation to the extracts for this question, reference should be made to the fact that Extract 1 is a newspaper obituary that seeks to inform the reader of the life and work of Nozick and that Extract 2 is from a conservative academic perspective and therefore aims to inform the reader in a sympathetic manner towards the views of Burke
- evaluation of relevant perspectives within the extracts, for example that Nozick was most prominent in the 1970s and 80s in the United States when there was growing scepticism among conservatives of the capacity of central government to redistribute wealth. Extract 2 refers to the work of Burke who was writing in the late 18th century and was highly critical of the revolution in France and the liberal and republican arguments made in favour of it. Students may develop their evaluation with comparisons to his more favourable view of events in the USA.

Students are required to analyse and evaluate the arguments presented in the extracts. Students who identify which arguments support which of the different views regarding equality may be awarded marks for analysis (AO2). To gain marks for evaluation (AO3) students must assess the relative strengths of the differing arguments and whether those of Nozick regarding society are more or less convincing than those of Burke.

The analysis and evaluation must clearly focus on the arguments presented in the extracts. Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what view students reach. However, their position must be supported by their arguments and examples.

Students who fail to focus their discussion on the arguments in the extracts, however complete their answer may otherwise be, cannot achieve above Level 2.

Section C

Levels of response mark scheme for 25-mark essay

0	5
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Nationalism

‘Nationalist thinkers have no common set of principles.’ Analyse and evaluate this statement with reference to the nationalist thinkers that you have studied.

[25 marks]

0	6
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Feminism

‘The main aim of feminism should be to remove gender distinctions within the home, not just in society.’ Analyse and evaluate this statement with reference to the feminist thinkers that you have studied.

[25 marks]

0	7
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Multiculturalism

‘The state should promote the rights of individuals, rather than of groups, to develop identity.’ Analyse and evaluate this statement with reference to the multiculturalist thinkers that you have studied.

[25 marks]

0	8
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Anarchism

‘The institutions of the state cannot be removed peacefully.’ Analyse and evaluate this statement with reference to the anarchist thinkers that you have studied.

[25 marks]

0	9
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Ecologism

‘Economic growth is in conflict with protecting the planet.’ Analyse and evaluate this statement with reference to the ecologist thinkers that you have studied.

[25 marks]

Target AO1: 5 marks, AO2: 10 marks, AO3: 10 marks

Level	Marks	Descriptors
5	21–25	• Detailed and accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the issue under discussion (AO1). • Analysis is balanced and confidently developed (AO2). • Synoptic links are well explained, are focused on the question and fully supported with relevant and developed examples (AO2). • Evaluation leads to well substantiated conclusions that are consistent with the preceding discussion (AO3). • Relevant perspectives are successfully evaluated in the process of constructing arguments (AO3). • The answer is well organised, coherent with a sustained analytical focus on the question (AO2).
4	16–20	• Accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the issue under discussion, though further detail may be required in places (AO1). • Analysis is balanced and developed, though some elements of the analysis could be expanded and/or developed further (AO2). • Synoptic links are relevant to the questions as set, and supported with examples (AO2). • Evaluation leads to conclusions that show some substantiation and are consistent with the preceding discussion (AO3). • Relevant perspectives are evaluated in the process of constructing arguments, although in some places there could be further development of the evaluation (AO3). • The answer is well organised, analytical in style and is focused on the question as set (AO2).
3	11–15	• Generally sound knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though inaccuracies will be present (AO1). • Analytical points are made and developed in places, showing some balance, though some points are descriptive rather than analytical (AO2). • Synoptic links will be made, though explanation will lack depth (AO2). • Evaluation leads to conclusions that are consistent with the preceding discussion, but that lack substantiation (AO3). • Relevant perspectives are commented on in the process of constructing arguments, though evaluation lacks depth (AO3). • The answer is organised, occasionally analytical and focused on the question as set (AO2).

2	6–10	- Some knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though these contain inaccuracies and irrelevant material (AO1). - Analysis takes the form of description in most places, with some attempt at balance, though many points are unsupported assertions (AO2). - Synoptic links tend to be limited and undeveloped (AO2). - Some attempt to draw conclusions is made, but these lack depth and there is no clear development from the preceding discussion (AO3). - Relevant perspectives are identified, though evaluation is superficial (AO3). - The answer shows some organisation and makes some attempt to address the question (AO2).
1	1–5	- Limited knowledge and understanding of relevant political concepts, institutions and processes, with inaccuracies and irrelevant material present throughout (AO1). - Analysis takes the form of description and assertion, with little or no attempt made at balance (AO2). - Few if any synoptic links are offered (AO2). - Conclusions, when offered, are asserted and have an implicit relationship to the preceding discussion (AO3). - Little or no evaluation of relevant perspectives is present (AO3). - The answer shows little organisation and does not address the question (AO2).
0	0	Nothing worthy of credit.

0 5

Nationalism

‘Nationalist thinkers have no common set of principles.’ Analyse and evaluate this statement with reference to the nationalist thinkers that you have studied.

[25 marks]**Indicative content**

In the analysis and evaluation of the statement, students may be expected to cover areas such as the following:

- analysis and evaluation of how liberal nationalism can be argued to have the principle of the general will of the people. Students may refer to Rousseau’s theory of the social contract as the logical basis for a nation state
- analysis and evaluation of how state nationalism is often identified with a national culture and spirit rather than a defined set of logical principles. Students may refer to von Herder’s work on national culture explaining his views of patriotism and German culture and how they were contradictory to Enlightenment thought
- analysis and evaluation of the extent to which nationalism has a general set of common principles. Students may analyse the extent that nationalism defines what it is against rather than what it is for. Students may develop their answer by suggesting this involves opposition to groups that are perceived as contrary to the culture of a nation, and that some groups are therefore superior to others. Students may refer to the work of Maurras (his anti-Protestant, Jewish, Freemason and foreigner views) and Garvey (his anti-colonialism)
- analysis and evaluation of the extent to which some nationalists argue that the principle of self-government by a nation state is a logical conclusion of the need for individuals to sublimate themselves to a government. For analysis, students may consider the work of Mazzini, and his desire to unify Italy, or Garvey, and his vision of Pan-African unity
- analysis and evaluation of the extent to which a nation can be based on a set of ideals and rational principles such as economic self-interest in free trade and peaceful co-existence. Students may refer to the work of Mazzini and/or Rousseau
- analysis and evaluation of the extent to which nationalism is considered as having a common set of principles. Students may either agree or disagree with the proposition. Students may also consider that not all strands of nationalism should be considered in the same way, with some having liberal traditions based on Enlightenment thought and others having more expansionist views which emphasise the superiority of one nationality over another. Students may also recognise that different strands of nationalism come from very different traditions and therefore do not appear to have common principles.

Students who make no reference to thinkers must not be rewarded marks above Level 2.

Synoptic links may be found in areas such as civil rights, pressure groups, democracy, liberalism, party policies and programmes. Any response that does not include synoptic points cannot achieve above Level 4.

Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what views students reach. However, their position must be supported by their arguments and examples.

0 6

Feminism

‘The main aim of feminism should be to remove gender distinctions within the home, not just in society.’ Analyse and evaluate this statement with reference to the feminist thinkers that you have studied.

[25 marks]**Indicative content**

In the analysis and evaluation of the statement, students may be expected to cover areas such as the following:

- analysis and evaluation of how some liberal feminists emphasise the importance of gender inequality in issues such as female emancipation. Responses may refer to the need for legal equality and equality in wider society, emphasising the importance of foundational equality, and the role of legislation, such as the Equalities Act 2010 in preventing discrimination
- analysis and evaluation of how radical feminists emphasise the significance of patriarchy, both within the home and in wider society, as a central aspect in the organisation of society. Students may further explain the nature of the roles that men and women have undertaken (men as breadwinners in society and women as custodians of the home), leading to gender inequality. For analysis, students may refer to the work of Millet and Charlotte Perkins Gilman
- analysis and evaluation of how radical feminists have suggested that in a patriarchal society masculinity is considered a positive norm and inherently superior to feminine characteristics, and that tackling inequality is impossible without challenging this. Students may refer to the work of Simone de Beauvoir and the concepts of the ‘female other’ and ‘male self’ as developed in the *Second Sex*
- analysis and evaluation of how inequality should be viewed, not just by gender, but also by class and ethnicity, and that all personal interactions should be considered. Students may refer to the work and ideas of bell hooks and Sheila Rowbotham
- analysis and evaluation of the extent to which liberal and radical feminists concentrate on both equality in wider society and within the home. Students may also reflect on how the debate has shifted over time from campaigning to obtain legal entitlements of women towards achieving equality in society. For analysis, students may refer to the work of Millet in their answers and the concept that the ‘personal is political’.

Students who make no reference to thinkers must not be rewarded marks above Level 2.

Synoptic links may be found in areas such as democracy, civil rights, constitutions, pressure groups, media, party policies and programmes, liberalism, socialism and conservatism. Any response that does not include synoptic points cannot achieve above Level 4.

Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points, and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what views students reach. However, their position must be supported by their arguments and examples.

0 7**Multiculturalism**

‘The state should promote the rights of individuals, rather than of groups, to develop identity.’ Analyse and evaluate this statement with reference to the multiculturalist thinkers that you have studied.

[25 marks]**Indicative content**

In the analysis and evaluation of the statement, students may be expected to cover areas such as the following:

- analysis and evaluation of the view that multiculturalism seeks to promote a positive view of rights. Analysis of the argument that rights are a source of freedom and a defence against oppression by majority cultures therefore acting as a safeguard against discrimination within society
- analysis and evaluation of liberal multiculturalism and its advocacy of individual rights as the main source of freedom. Therefore it is the foundation of a successful multicultural society. Students may develop their answers by exploring that cultural diversity must be compatible with liberal beliefs such as personal freedom and tolerance. Students may refer to the work of Isaiah Berlin and the ‘absolutes’ which he believed were common to all cultures and the concept of essentialism in making people free to express themselves
- analysis and evaluation of the argument that identity requires individuals to have a well-defined and protected set of rights that enable the individual to make choices in their life that aid their self-development. Students may refer to the work of Berlin or Kymlicka
- analysis and evaluation of ‘deep’ or ‘pluralist’ multiculturalism and the concept of value pluralism. Students may argue that liberalism does not have moral superiority over other ideas, that individuals are culturally embedded and assimilation of minorities into the majority culture of a modern society is intolerant. Therefore the point of multiculturalism is to protect individual rights. Students may refer to the work of Bhikhu Parekh
- analysis and evaluation of the concept of differentiated rights. Students may develop their answers by exploring concepts such as self-government for the purposes of the protection of culture. Students may develop this further by suggesting this means that a universal set of individual rights is not enough in a successful multicultural society. Students may refer to the work of Kymlicka
- analysis and evaluation of multiculturalism and the idea of politics of recognition. Students may develop their argument by suggesting that the state should recognise the conditions of disadvantaged groups in society, conferring upon them particular recognition of the specific circumstances in which their identities were formed. Students may go further by suggesting that therefore group rights have a greater impact on individual identities than individual rights. Students may refer to the work of Charles Taylor and his criticisms of liberal society
- analysis and evaluation of the concept of ‘unity through diversity’ and how the law can be used to uphold diversity. Students may explain concepts such as value pluralism and may refer to the work of Tariq Modood.

Students who make no reference to thinkers must not be rewarded marks above Level 2.

Synoptic links may be found in areas such as democracy, liberalism, conservatism, pressure groups, civil rights, constitutions, party policies and programmes, and political agenda. Any response that does not include synoptic points cannot achieve above Level 4.

Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what views students reach. However, their position must be supported by their arguments and examples.

0	8
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Anarchism

‘The institutions of the state cannot be removed peacefully.’ Analyse and evaluate this statement with reference to the anarchist thinkers that you have studied.

[25 marks]

Indicative content

In the analysis and evaluation of the statement, students may be expected to cover areas such as the following:

- analysis and evaluation of the debate between anarchists over the use of violence and peaceful means to remove the institutions of the state (eg legislatures, monarchies, armed forces, justice systems). Students may develop the argument that the division between pacifism and revolution does not reflect the two main strands of anarchist thought – individualist anarchists and collectivist anarchists. Students may refer to the work of Stirner or Proudhon
- analysis and evaluation of the view that anarchists who advocate violence to overthrow the state do so in order to create a more peaceful social order afterwards, and that therefore violence is a valid means to an end. Students may refer to concepts such as revolutionary struggle and the syndicalist movement to develop their answers. Students may refer to Emma Goldman's work
- analysis and evaluation of the view that for pacifists, the killing of another is the ultimate form of coercion and a violation of an individual's rights. Violence is therefore incompatible with anarchism. Students may develop their argument by suggesting that pacifism is the common view of many anarchists, and one of the most important moral arguments in favour of anarchism is the eradication of state-imposed violence. Students may refer to the work of Proudhon
- analysis and evaluation of the view that a number of anarchists believe that propaganda of the deed is required before the institutions of the state can be abolished. Anarchists who support the use of violence insist that the social condition of humanity must be vastly improved by revolutionary change before the state can be completely abolished. Students may refer to the work of Kropotkin
- analysis and evaluation of the view that many anarchists claim that the various institutions of the state are unlikely to disappear voluntarily. As such, violence against the state is justified in order to make people conscious of the truly repressive nature of the state itself. Students may refer to the work of Bakunin.

Students who make no reference to thinkers must not be rewarded marks above Level 2.

Synoptic links may be found in areas such as socialism, democracy, electoral behaviour, pressure groups, media and socialism. Any response that does not include synoptic points cannot achieve above Level 4.

Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what views students reach. However, their position must be supported by their arguments and examples

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Ecologism

‘Economic growth is in conflict with protecting the planet.’ Analyse and evaluate this statement with reference to the ecologist thinkers that you have studied.

[25 marks]**Indicative content**

In the analysis and evaluation of the statement, students may be expected to cover areas such as the following:

- analysis and evaluation of the concept of entropy and how all ecologist thinkers view economic growth with suspicion. Students may argue that resources are finite, and the continued drive for economic growth in pursuit of ever larger profit, inevitably results in negative environmental impacts. Students may refer to the work of Rachel Carson and her analysis of capitalism in the *Silent Spring*
- analysis and evaluation of the concept of light anthropocentrism. Students may consider the concept of light green ecologism, sustainable human development and economic growth. Students may evaluate the requirement for free markets to be regulated to prevent excessive and damaging economic activity, though not necessarily to the exclusion of private enterprise. Students may refer to the work of Schumacher
- analysis and evaluation of the concept of ecocentrism and the deep green view that the impact on the planet and its ecosystems should be the prime consideration. Students may argue that capitalism, with its profit motive, which is inherently linked to macro-economic growth as measured by GDP, therefore runs contrary to this
- analysis and evaluation of the Gaia hypothesis and the extent to which human activity, including the pursuit of economic growth, is a threat to the ecological balance of the Earth. Students may refer to the work of James Lovelock
- analysis and evaluation of how ecologists have been critical of economic systems other than capitalism and the pursuit of economic growth. Students may develop their arguments, elaborating that command economies which have pursued socialism as a system have also historically measured economic success by the rate of increase in GDP. Therefore numerous ecological problems, such as acid rain in Europe in the 1980s, were caused by systems other than capitalism
- analysis and evaluation of the compatibility of economic growth with ecologism. For instance, light greens advocate an accommodation with capitalism, and so economic growth. Dark greens however are much more demanding with regards to the subordination of private enterprise to ecological considerations.

Students who make no reference to thinkers must not be rewarded marks above Level 2.

Synoptic links may be found in areas such as democracy, legislatures, electoral behaviour, pressure groups, party policies and programmes, the political agenda, liberalisms and conservatism. Any response that does not include synoptic points cannot achieve above Level 4.

Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what views students reach. However, their position must be supported by their arguments and examples.