



Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCE
In Politics

Paper 2: UK Government and Non-core
Political Ideas
(9PL0/02)

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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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Paper 2: UK Government and Non-core Political Ideas mark scheme

Section A: UK Government

Guidelines for Marking Questions 1a and 1b
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 <i>only</i> 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.

In AO2 and AO3 political information means source.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	• Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • 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). • Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	7–12	• 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 and evaluation (AO1). • 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). • 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).
Level 3	13–18	• 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 and evaluation (AO1). • 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). • 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).
Level 4	19–24	• Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • 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). • 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).
Level 5	25–30	• 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 and evaluation (AO1). • 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). • 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).

Question number	Indicative content Using the source, evaluate the view that the UK's constitution is not working effectively.
1(a)	AO1 (10 marks), AO2 (10 marks), AO3 (10 marks) Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that the UK's constitution is not working effectively: Agreement • The UK' constitution is not easily accessible to all. • There are no effective checks on the Executive; • Many recent reforms have created more problems than they have solved. • Unsited to the social and political democracy of the 21st century Disagreement • It is evolutionary and flexible in nature • There is in fact a wide range of considerable pressures exerted upon ministers • The nature of the UK constitution is an indication of the success of the Westminster system of parliamentary democracy and the stability it has brought to the country. • It allows a democratic Parliament to have the power to make or unmake any law Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view: • Many basic rules about British government do not at present exist in any legal form at all, but rely instead on unwritten understandings or traditions, most of which only the political elite understands and are inaccessible or unintelligible to ordinary people (AO2), and this discourages popular participation in politics and undermines democracy (AO3). • Under the unwritten constitution, the policies and actions of the prime minister and Cabinet dominate the whole legal and political system through its party majority in the House of Commons, a weak House of Lords, a neutral Head of State (the King), and the absence of a constitutional court. (AO2) and this clearly undermines public faith in democracy and leads to an over mighty Executive (AO3). • Piecemeal codification of disparate parts of the political and constitutional system has been taking place in recent years, but in an informal and disconnected way (AO2) leading to a growing number of constitutional issues and a disjointed political system(AO3). • The unelected Head of state, an unelected House of Lords and a disproportionate electoral systems are not fit for a modern democracy (AO2) leaving the UK stuck in the past and out of touch (AO3) Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view: • Where greater clarity over the United Kingdom's political rules is required, reforms are made. Thus there is a Ministerial Code and there is now a judicially enforced code of civil rights and freedoms in the Human Rights Act (AO2). This approach allows for each individual issue to be addressed and considered fully on its own merits, and it allows for the creation of particular enforcement mechanisms best suited to the particular constitutional rule or rules being addressed (AO3). • These pressures come from the Opposition in the House of Commons, dissent from the government's own backbench Members in the House of Commons, the scrutiny procedures and cross-examination of the departmental select committees, Judicial Review, the ability of the House of Lords to postpone and hold up legislation of which is disapproves, and the need for co-operation on certain matters from Scottish, Welsh or Northern Ireland regional governments, as well as the glare of a critical mass media and the need to court public opinion to avoid the threat of being voted out of office at

	the next general election. (AO2) so it is clear that there are enough checks and balances in the current constitution (AO3). • The British system of government and its unwritten constitution works well in its present form (AO2), and 'if it ain't broke, don't fix it' (AO3). • Elected politicians have the final say on what is and what is not the law rather than an unelected and unaccountable judiciary (AO2) ensuring parliamentary sovereignty remains central to UK democracy (AO3). Accept any other valid responses.

Question number	Indicative content Using the source, evaluate the view that it is now time for an English Parliament.
1(b)	AO1 (10 marks), AO2 (10 marks), AO3 (10 marks) Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that it is now time for an English Parliament: Agreement • Symmetry of powers will prevent resentment • A division of powers offers citizens clearer lines of democratic accountability • National recognition is required to help support an English identity • The West Lothian Question could become a major issue Disagreement • England would dominate the other home nations if empowered through its own parliament • An English Parliament would seek more money and more powers for themselves leading to the breakup of the UK. • An English Parliament would not really bring power closer to the people. • The West Lothian question is exaggerated and there is no strong desire for an English Parliament. Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view: • By giving England symmetry of powers with other nations, it will prevent growing resentment over transfers of funds and powers to the existing devolved institutions, especially if all four devolved parliaments have equal powers (AO2), showing that an English Parliament is needed to keep UK democracy healthy (AO3). • A division of powers offers citizens clearer lines of democratic accountability bringing decision making closer to the people of England and improving the ability to pass laws and create policy that benefits England specifically (AO2) showing that an English Parliament is now required to upgrade UK democracy which is struggling with a democratic deficit (AO3). • There is currently a lack of recognition of England in the current settlement as the only nation without its own parliament, in order to strengthen a sense of English identity (AO2) showing that that it is now time to respect the democratic need for an English Parliament (AO3). • The West Lothian Question remains a major issue, especially since EVEL was abolished, and this could explode if a government's majority rested on seats in Scotland and Wales (AO2) showing that it is time to act not before this becomes a serious constitutional issue (AO3). Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view: • England would dominate the other home nations if empowered through its own parliament challenging the authority of the PM, Cabinet and Westminster whilst also potentially undermining the powers of the other devolved institutions (AO2), showing that an English Parliament would be a real threat to democracy in the UK (AO3). • An English Parliament would transfer blame for policy failing onto Westminster, and constantly demand more powers and money for itself eventually leading to the break-up of the UK (AO2), reflecting that an English Parliament would be a danger to the UK (AO3). • An English Parliament would not really bring power closer to the people, as England is so large in terms of population and size, instead it would replicate the issues of representation in Westminster and create confused lines of accountability over which Parliament was responsible for which issue (AO2) reflecting that an English Parliament

	would create more problems than it would resolve and that Metro Mayors may be a better solution (A03). • Since 1997 the West Lothian Question has limited impact on the making of law in the UK, whilst it is not seen as a major issue by the public, whilst attempts to rollout regional devolved assemblies and Metro Mayors reflect public indifference to the whole issue (A02) showing that it is not time for an English Parliament (A03). Accept any other valid responses.

Guidelines for Marking Questions 2a and 2b
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.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	• Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation. Makes limited synoptic points (AO1). • Limited analysis of aspects of politics with partial, logical chains of reasoning, which makes simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	7–12	• 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 and evaluation. Makes some relevant synoptic points (AO1). • Some emerging analysis of aspects of politics with some focused, logical chains of reasoning, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3).
Level 3	13–18	• 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 and evaluation. Makes generally relevant synoptic points (AO1). • Mostly focused analysis of aspects of politics with focused, logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2). • 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).
Level 4	19–24	• Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation. Makes relevant and focused synoptic points (AO1). • Consistent analysis of aspects of politics, with coherent logical chains of reasoning, which make relevant connections between ideas and concepts (AO2). • 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).
Level 5	25–30	• 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 and evaluation. Makes convincing and cohesive synoptic points (AO1). • Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning, which make cohesive and convincing connections between ideas and concepts (AO2). • 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).

Question number	Indicative content Evaluate the view that backbenchers in the House of Commons are increasingly effective at carrying out their roles.
2(a)	AO1 (10 marks), AO2 (10 marks), AO3 (10 marks) Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that backbenchers are increasingly effective at carrying out their roles: Agreement • Backbenchers are increasingly effective at their scrutiny role on select committees since the Wright reforms. • Backbenchers are increasingly effective at holding the government to account via PMQs and Urgent Questions • Backbenchers have shown themselves willing to challenge government legislation in their legislative role. • Backbenchers have become increasingly effective due to the nature of government in recent times and the breakdown of party discipline. Disagreement • There remain significant weaknesses with select committees. • Party leaders use patronage and the whip system to keep their backbenchers in line • The Executive normally gets its way in terms of passing its legislative agenda, especially if it is laid out in its manifesto with backbenchers seen as lobby fodder. • The nature of recent governments is a blip, and the breakdown of party discipline is short term, tied to Brexit. Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view: • The Wright reforms created the BBC as well as boosting the independence, legitimacy and experience of Departmental Select Committees raising their profile in Parliament and in the media leading to changes in policy and ministerial resignations (AO2), showing that backbenchers are increasingly effective at carrying out their scrutiny role (AO3). • Backbenchers are using PMQs and Urgent Questions, which grew in number particularly under Speaker Bercow whilst remaining high under Speaker Hoyle, (AO2) showing that backbenchers can be seen as increasingly effective at holding the government to account (AO3). • Backbench rebellions are increasingly more common forcing the government to add amendments to legislation to win votes from the backbenches or withdraw legislation altogether whilst since the 2006 reforms to allow Public Bill Committees to take written and oral evidence has increased their relevance (AO2) reflecting that the growing power of backbenchers in their legislative role (AO3). • Since 2010 there have been weaker governments with coalitions, minority governments and Prime Ministers leading having not contested a general election whilst party discipline has been broken down by issues like Brexit and the environment which don't sit neatly on the left right political spectrum (AO2) meaning that MPs have become increasingly effective in their roles (AO3). Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view: • Select Committees still retain significant weaknesses as the government can choose to

	ignore recommendations and even block witnesses from appearing whilst the government still controls a vast amount of the parliamentary timetable (AO2), showing that backbenchers are not as effective at scrutiny as it might first appear. (AO3). • PMQs has significant limitations in terms of the atmosphere, the lack of effective answers to questions and party leaders often priming backbenchers with questions (AO2) showing that backbenchers are not increasing in effectiveness (AO3). • There may be more backbench rebellions but ultimately the Executive gets their way with legislation especially if it is in the winning party's manifesto as this is considered to provide a clear mandate for action, rarely facing defeat on the floor of the House of Commons, whilst 99% of all amendments made to bills are initiated by Ministers (AO2) showing that ultimately backbenchers are not effective in their legislative role (AO3). • Whilst there were coalition and minority governments, this is more of a blip than a pattern, with FPTP likely to continue to return majority governments whilst party unity is likely to return the further Brexit gets in the rear-view mirror (AO2), reflecting that ultimately backbenchers are not increasingly effective. (AO3). Candidates may refer to the following synoptic points: • First Past the Post tendency to deliver strong, one party governments. • Political Parties – party discipline • The Media – coverage of parliament. • E-petitions – and their relationship with the BBC. Accept any other valid responses.

Question number	Indicative content Evaluate the view that Prime Ministers now have too much power.
2(b)	AO1 (10 marks), AO2 (10 marks), AO3 (10 marks) Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that that Prime Ministers now have too much power: Agreement • The growth of spatial leadership • Personalised election campaigns and claiming a personal mandate • The growth of special advisors • The projection of a presidential style in terms of political media culture. Disagreement • There is no constitutional separation of power between executive and legislature. • Power is shared with the cabinet • PMs are now more often than not removed by their party and/or cabinet rather than via elections. • The Presidential style is only possible with large majorities. Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view: • The growth of spatial leadership where the PM places themselves outside and above their party and parliamentary politics while communicating directly to the people (Johnson during Covid) and being able to voice the real desires of the people against the establishment (Thatcher, Blair and Johnson) (AO2), showing that the PM by adopting spatial leadership has now become too powerful (AO3). • General elections are increasingly fought on the basis of the brand and personality of the leader rather than party or policy leading party leaders to claim a personal mandate when they deliver election victories for their party (Thatcher, Blair and Johnson) (AO2) showing how the PM has too much power and uses this personal mandate to govern in a presidential way and control their party (AO3). • The growth in the number and power of special advisers who are loyal to the PM rather than the party or the cabinet (Johnson and Cummings) (AO2) meaning the PM now has too much power and is able to govern in a more presidential style by side-lining cabinet (AO3). • Increasingly the media focusses on the brand, personality and popularity of party leaders rather than the front benches or wider party making politics increasingly Americanised (AO2) showing how the PM has come to dominate UK Government (AO3). Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view: • There is no constitutional separation of power between executive and legislature as there would be in a presidential system and the PM derives their power from being leader of the largest party in the Commons rather by a separate election and are only as powerful as their party and the Commons allow – see Boris Johnson, Margaret Thatcher (AO2), showing that whilst PMs might be more powerful with large majorities, PMs do not have too much power (AO3). • Power is shared with cabinet, unlike the USA, and whilst there may be a growing number of SPADs, a PM without the support of cabinet will not be the PM very long (Johnson, Thatcher) (AO2) showing that the PM does not have too much power (AO3). • Elections may be more focussed on the brand of party leaders, but party loyalty and policies still matter, whilst Wilson (1976), Thatcher (1990), Blair (2007), Cameron (2016) and May (2019), Johnson and Truss were all replaced as Prime Minister without a

	general election rather than at elections (Brown, Major) (AO2) showing that the PM does not have too much power (AO3). • The more presidential styles that we have seen have been dependent on the dominant personalities and majorities of certain PMs like Thatcher, Blair and Johnson and all were removed from office without an election (AO2) reflecting that the UK is not moving towards a presidential system and remains a parliamentary democracy with the PM not having too much power (AO3). Candidates may refer to the following synoptic points: • The role of FPTP • General Elections and voting behaviour • Political Parties • The Media's focus on the PM creates the impression of an increasingly Presidential system of government in the UK. Accept any other valid responses.

Section B: Non-core Political Ideas

Anarchism

Guidelines for Marking Questions 3a–3b
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. The judgement a candidate reaches about these sides should be reflected in their conclusion. Candidates who <i>do not</i> refer to specific thinkers from the relevant section of the specification in the question raised and/or only consider one side cannot achieve beyond Level 2. Accept any other valid responses.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • 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). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	5–9	• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • 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). • Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).
Level 3	10–14	• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • 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). • 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).
Level 4	15–19	• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • 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). • 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).
Level 5	20–24	• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1). • Perceptive comparative analysis of aspects of politics, with sustained, logical chains of reasoning, drawing on similarities and differences, making cohesive and convincing connections between ideas and concepts (AO2). • 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).

Question number	Indicative content To what extent do collectivist anarchism and individualist anarchism disagree on their approach to the state?
3(a)	AO1 (8 marks), AO2 (8 marks), AO3 (8 marks) Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that collectivist anarchism and individualist anarchism disagree on their approach to the state: Agreement • All anarchists are united in their view the state must be rejected due to its impact on human nature. • All anarchists are united in their view that the state restricts liberty. • All anarchists are united in their view that anarchy is order. Disagreement • There is division of their views on how the state impacts on liberty and human nature • There is division over how the state should be overthrown. • There is a division over the nature of the stateless society. Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement: • All states are immoral (Goldman), oppressive and coercive bodies that use their power to corrupt and distort human nature creating greed, corruption and destroying individual autonomy creating disorder (AO2), so the state must be rejected if anarchy is order is to be achieved so that human nature can flourish. (AO3). • Anarchists see the power of the state as removing the creativity and prospects for liberty (Stirner) and economic freedom (Kropotkin) which are essential for order (AO2) and only by abolishing the state can liberty be realised, and order achieved through anarchy (AO3). • All anarchists favour a stateless society as they believe that “anarchy is order” (Proudhon); anarchy will allow a natural order and harmony to emerge due to their optimistic view of the potential of human nature, when released from coercive relationships (AO2), showing all anarchists are united in their belief in a peaceful, stable stateless society where anarchy is order. (AO3). Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement: • While anarchists agree on the rejection of the power of the state, the law, and the police, there is disagreement over the approach from anarchism with the individualist tradition of insurrection associated with Stirner, and the debate within collectivism over the violent overthrow of the state associated with Bakunin or the non-violent ideal of building the seeds of the new society in the shell of the old (Proudhon) (AO2), showing very clear differences in how the power of the state and its institutions should be rejected in order to create the new anarchist world (AO3). • Individualist anarchists advocates the view that the state strips the autonomy of the individual and that social order should be based on the association of free individuals (Stirner), whereas collectivist anarchists see the state as protecting private property and inequality and social order will only emerge from cooperation and mutual aid (Kropotkin) (AO2) showing clear differences between the strands over why the state must be rejected and how anarchy as order will emerge (AO3). • Some individualist anarchists saw the stateless society as a Union of Egoists based on “ownness” (Stirner), whilst anarcho-capitalists see a society ordered by the market allowing rational individuals to be autonomous whilst collectivists tend to favour some form of federation of self-managing communes based around anarcho-communism

	and mutual aid (Kropotkin) or mutualism (Proudhon) (AO2) showing clear divisions both within strands and between them over the nature of the stateless society (AO3).
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Accept any other valid responses.

Question number	Indicative content To what extent is anarchism divided in its views of society?
3(b)	AO1 (8 marks), AO2 (8 marks), AO3 (8 marks) Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that anarchism is divided in its views of society: Agreement • All anarchists agree that future anarchist society will have certain common features, notably the absence of law and systems of rule. • All anarchists agree that existing society restricts liberty so must be rejected. • All anarchists agree that liberty is crucial to the idea that anarchy is order. Disagreement • There is disagreement over what the future anarchist society will look like. • There is a disagreement within anarchism over how existing society restricts liberty and corrupts human nature. • There is disagreement over liberty rooted in differences in views of human nature in anarchism. Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement: • All anarchists agree that the future society must be free from hierarchies, power relations, the law and ideology (Stirner) allowing individuals to enjoy absolute freedom and to take responsibility for their own lives and circumstances (AO2), showing that the future society must allow individuals to take control of their own lives and choices (AO3). • All anarchists agree that existing society is based on authority and power restricting the individual's freedom to make choices and corrupting human nature (Bakunin) (AO2) showing clear evidence that existing society restricts the liberty that is central to the full expression of human nature (AO3). • All anarchists agree that liberty is the mother not the daughter of order (Proudhon); liberty will allow true human nature to flourish, and it is this optimistic view of what human nature can be that is the cornerstone of the ideas that anarchy is order (AO2) showing the importance a future society based on freedom to all anarchists (AO3). Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement: • Although all agree that there should be maximum liberty in an ideal society, anarchists are deeply divided over whether this requires a society based on individualism (Stirner) or collectivism (Proudhon, Kropotkin, Bakunin) what type of economic system there should be in an ideal society, from freemarket capitalism to mutualism (Proudhon) to anarcho-communism (Kropotkin) (AO2), showing clear differences over the ideal society in the future (AO3). • Anarchism is divided on how society impacts on liberty and human nature by subordinating humans, with individualists seeing society as removing autonomy and "ownness" (Stirner) whilst for collectivists society corrupts and distorts human nature (AO2) showing clear disagreement within anarchism (AO3). • Individualists (Stirner) are concerned that the individual will be made a slave to the collective whilst collectivists believe individuals are only free in an ideal society through collective work (Bakunin) (AO2) showing a clear disagreement within anarchism over the nature of liberty in the future society (AO3). Accept any other valid responses.

Ecologism

Guidelines for Marking Questions 4a–4b
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. The judgement a candidate reaches about these sides should be reflected in their conclusion. Candidates who <i>do not</i> refer to specific thinkers from the relevant section of the specification in the question raised and/or only consider one side cannot achieve beyond Level 2. Accept any other valid responses.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • 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). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	5–9	• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • 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). • Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).
Level 3	10–14	• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • 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). • 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).
Level 4	15–19	• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • 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). • 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).
Level 5	20–24	• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1). • Perceptive comparative analysis of aspects of politics, with sustained, logical chains of reasoning, drawing on similarities and differences, making cohesive and convincing connections between ideas and concepts (AO2). • 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).

Question number	Indicative content To what extent is there more agreement than disagreement within ecologism over post-materialism and anti-consumerism
4(a)	AO1 (8 marks), AO2 (8 marks), AO3 (8 marks) Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that there is more agreement than disagreement within ecologism over post-materialism and anti-consumerism: Agreement • All ecologists are opposed to the existing levels of consumerism and materialism in society. • All ecologists argue that changes must be made in society and lifestyles. • All ecologists argue that there needs to be a move to post-materialism and anti-consumerism to tackle global environmental problems. Disagreement • Whilst shallow ecologists support forms of green consumerism and green capitalism, deep and shallow ecologists reject this view. • Deep greens adopt a view that replaces materialism and consumerism with ecocentrism which is rejected by social ecology. • Shallow greens are reformist in their approach whilst deep greens and social ecology are radical. Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement: • All ecologists see existing levels of consumerism and materialism as tied to industrialism, anthropocentrism and the belief that exponential growth is possible (AO2), showing a clear agreement between all greens the consumerism and materialism is responsible for environmental destruction (AO3). • All ecologists believe that changes must be made to a more post materialism and anti-consumerist world that does not just try to measure happiness and progress in terms of more and more material goods as there is more to life than GDP (Schumacher) (AO2) showing a clear agreement within ecologism that the world needs to move to a post-materialist and anti-consumerist society (AO3). • All ecologists believe that a post-materialist and anti-consumerist society is needed to meet the limits to growth on a finite earth where sustainability and concern for the health of the biosphere is taken into consideration (AO2) showing strong agreement within ecologism that in the need for a post-materialist and anti-consumerist society (AO3). Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement: • Shallow greens believe that green consumerism can help drive sustainability and smarter, greener growth that does not put the gods of profit and production first (Carson), which deep greens and social ecologists reject this view in favour of a totally new societal model that is based on quality of life not quantity of goods (Schumacher) and where production is for needs not wants (Bookchin) (AO2), showing a fundamental division within ecologism over post-materialism and anti-consumerism (AO3). • Deep greens would create a post-materialist and anti-consumerist world by rejecting anthropocentrism (Leopold) and moving to ecocentrism through individual, spiritual change whilst social ecologist rejects this approach seeing change in terms of smashing hierarchical, domineering relations between humans (Merchant, Bookchin) showing a clear difference between deep greens and social ecology.

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| | <ul style="list-style-type: none">Both deep greens and social ecology believe radical change in terms of society, economy and the state (Bookchin) is necessary whilst shallow greens believe reform within the existing framework (AO2) showing a clear disagreement with ecologism about how to make the changes necessary for a post-materialist and anti-consumerist world (AO3). |
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Accept any other valid responses.

Question number	Indicative content To what extent is ecologism divided in its approach to anthropocentrism?
4(b)	AO1 (8 marks), AO2 (8 marks), AO3 (8 marks) Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that ecologism is united in its views on the economy: Agreement • All ecologists are opposed to the anthropocentrism, where man is placed above and outside of nature. • All ecologists are opposed to the anthropocentric idea that nature is simply a commodity for human consumption. • All ecologists oppose the anthropocentrism, as it is reductionist not holistic. Disagreement • Shallow greens adopt enlightened anthropocentrism, which is rejected by deep greens and social ecology. • Shallow greens adopt the principle of intergenerational equity and give nature instrumental value, whilst this is rejected by deep greens. • Social ecology is deeply critical of both anthropocentrism and ecocentrism. Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement: • All greens reject the anthropocentric view of main ideologies that humanity is above, and outside nature and see this world view as central to destruction of the planet (AO2), so agree that anthropocentrism needs to be replaced if humanity's relationship to nature is to be sustainable (AO3) • Greens argue that the anthropocentric view that sees nature purely as a commodity in service to the gods of profit and production (Carson) is unsustainable where there are limits to growth (AO2), so anthropocentrism must be rejected (AO3). • Ecologism rejects the anthropocentric idea that nature is a machine whose parts can be understood, fixed, or replaced in isolation from the whole (Merchant) as this simply does not fit with the lessons of ecology (AO2) and a new relationship with nature needs establishing, built on holism and the lessons of ecology (Carson) (AO2). Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement: • Shallow greens adopt a principle of enlightened anthropocentrism, with humanity as the steward of nature, with responsibility to maintain the health of the planet. Deep greens reject this view in favour of ecocentrism whilst social ecology rejects anthropocentrism as a model of unjustified hierarchy and domination (Bookchin) (AO2), showing clear disagreements between all three strands (AO3). • Shallow greens argue for a limited holism and intergenerational equity, where humanity should take an enlightened anthropocentric view to sustainably manage resources (Carson) to help sustain nature for the instrumental reason that it sustains human life, whilst many deep greens give nature intrinsic value based on a radical holism and propose new ecocentric, ethical frameworks like the Land ethic (Leopold) as the basis of the relationship between humans and nature (AO2), reflecting a deep divide between the strands over anthropocentrism (AO3) • Social ecology rejects anthropocentrism in any form as a hierarchical system of domination and ecocentrism as half-baked spiritual nonsense (Bookchin) in favour of changing humanity's relations with other humans to create a new human-nature relationship built on partnership (Merchant) and complementarity (Bookchin) (AO2), showing how deep the disagreement is within ecologism over anthropocentrism (AO3).

	Accept any other valid responses.
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Feminism

Guidelines for Marking Questions 5a–5b
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. The judgement a candidate reaches about these sides should be reflected in their conclusion. Candidates who <i>do not</i> refer to specific thinkers from the relevant section of the specification in the question raised and/or only consider one side cannot achieve beyond Level 2. Accept any other valid responses.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • 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). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	5–9	• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • 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). • Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).
Level 3	10–14	• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • 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). • 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).
Level 4	15–19	• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • 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). • 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).
Level 5	20–24	• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1). • Perceptive comparative analysis of aspects of politics, with sustained, logical chains of reasoning, drawing on similarities and differences, making cohesive and convincing connections between ideas and concepts (AO2). • 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).

Question number	Indicative content To what extent is feminism united about sex and gender?
5(a)	AO1 (8 marks), AO2 (8 marks), AO3 (8 marks) Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that feminism is united about sex and gender: Agreement - Feminists are united in recognising the difference between the concepts of sex and gender. - Most feminists are united in the view that the gender roles imposed on women are oppressive. - Most feminists are equality feminists who are united in seeing men and women as equal, arguing that biological differences between men and women are insignificant. Disagreement - There are disagreements between equality feminists and difference feminists over sex and gender. - There are disagreements within feminism over how to seek liberation that emerge from their differences over sex and gender. - Whilst there are agreements in recognising the difference between the concepts of sex and gender, there are disagreements over how differences are constructed, how far this matters and how to tackle the issue. Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement: - Feminists are united in their approach; sex is a biological distinction and gender is a socially constructed identity (de Beauvoir, Perkins Gilman) (AO2), showing feminism is united in its approach in recognising the distinction between sex and gender (AO3). - Most feminists agree that femininity is constructed and imposed on women through the social rules and norms and the expectations that they should fulfil (bell hooks) (AO2), so most feminists agree that gender and gender roles (cultural and economic – Rowbotham) need to be rejected to allow true human nature to appear (Millett) (AO3). - Most feminists are united in seeing biological differences as inconsequential (AO2) and argue that feminists should aim for equality based on the idea that human nature is androgynous (AO3). Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement: - Whilst most feminists across all strands are equality feminists, believing humans are naturally androgynous, whereas difference feminists argue there are real differences, and these differences really matter while Cultural feminism, a form of difference feminism, argues that a new woman-centred culture should be developed that is based on feminine traits that have been devalued by patriarchy, and this culture should embrace women's essential feminine traits (AO2), reflecting a clear division within feminism (AO3). - Equality feminists seek liberation through equality, whilst difference feminism, a sub-strand of radical feminism, argues that equality needs to be achieved via a woman-centred approach (AO2), showing a strong division over how liberation is achieved based on the differing views on sex and gender (AO3). - There is disagreement within feminism over how gender differences and socially, politically or economically constructed, how far this might matter and therefore in the strategies adopted to tackle the issue (AO2), showing even where there is the appearance of unity, there is a sliding scale of differences within feminism over sex and gender (AO3). Accept any other valid responses.

Question number	Indicative content To what extent is feminism united in its approach to the public and the private sphere?
5(b)	AO1 (8 marks), AO2 (8 marks), AO3 (8 marks) Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that there is more agreement than disagreement within feminism about the public and private sphere: Agreement • Most feminists agree that oppression operates in both the public and the private sphere. • Most feminists see the conditioning in the family in the private sphere playing a key role in oppression. • Most feminists agree that the personal is political and this informs the political action that is needed. Disagreement • Liberal feminism tends to focus on gender inequalities emanating from the public sphere, while radical feminists see the family unit in the private sphere as the root cause of oppression. • Differences over whether the personal is the political lead to very different conclusions over the action that is needed in terms of capitalism, the patriarchy and society. • There are disagreements within feminism over the role played by the family in the private realm. Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement: • Most feminists agree that all relationships between men and women, not just those in the public sphere are based on power and dominance (bell hooks, Millett) (AO2), showing that there is agreement between most socialist, radical and post-modern feminists that the personal is the political so the private sphere really matters (AO3). • Most feminists argue that the family plays several roles in perpetuating oppression through the process of conditioning, the distribution of housework, and socialisation into artificial gender roles and stereotypes (de Beauvoir) and the teaching of dominator values (bell hooks) (AO2), showing that there is agreement between most strands of feminism that the gender stereotypes, roles and dominator values are enforced in the private sphere (AO3). • Most feminists agree that what happens in the private realm dictates the revolutionary action that is needed, which would include the overthrow of patriarchy to ensure equality (Millet, bell hooks, Rowbotham) (AO2), showing that there is agreement between most socialist, radical and post-modern feminists that their understanding of the personal is political helps define their political action and view of how to achieve a fairer society (AO3). Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement: • Liberal feminism focusses on equal access for women and men to the public sphere by reform to ensure political and legal equality, rather than the radical transformation of the private sphere as argued by radical feminists (Millett) (AO2), showing division over the importance of the public and the private sphere (AO3). • Liberal feminists argue for gradual reforms to secure legal and political equality and by changing attitudes over time in the public sphere while radical (Millett) and postmodern feminists (bell hooks) argue for revolutionary action to overthrow the patriarchy and oppression taught in the private sphere and on display in the public

sphere whilst socialist feminists (Rowbotham) focus on capitalism in particular (AO2), showing disagreements within feminism about whether the personal is in fact political (AO3).

- Socialist feminists argue that the family in capitalism confines women to the role of unpaid reproductive labour (**Rowbotham**) whilst radical feminists see the family as the primary source of patriarchal oppression (**Millet**) and post-modern feminism sees the family as teaching the values of imperialist white supremacist capitalist patriarchy (**bell hooks**) (AO2), showing that there is a disagreement between socialist, radical and post-modern feminism over the role of the private sphere in shaping the oppression of women (AO3).

Accept any other valid responses.

Multiculturalism

Guidelines for Marking Questions 6a–6b
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. The judgement a candidate reaches about these sides should be reflected in their conclusion. Candidates who <i>do not</i> refer to specific thinkers from the relevant section of the specification in the question raised and/or only consider one side cannot achieve beyond Level 2. Accept any other valid responses.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • 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). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	5–9	• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • 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). • Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).
Level 3	10–14	• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • 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). • 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).
Level 4	15–19	• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • 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). • 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).
Level 5	20–24	• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1). • Perceptive comparative analysis of aspects of politics, with sustained, logical chains of reasoning, drawing on similarities and differences, making cohesive and convincing connections between ideas and concepts (AO2). • 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).

Question number	Indicative content To what extent is multiculturalism divided in its views on culture and identity?
6(a)	AO1 (8 marks), AO2 (8 marks), AO3 (8 marks) Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that multiculturalism is divided in its views on culture and identity. Agreement • There is unity over the idea that culture and identity is important to the individual. • There is unity over the idea that the dominant culture in society can marginalise and discriminate through stereotyping. • There is broad agreement that society should recognise, respect, and celebrate minority cultures and identities. Disagreement • There is a division over how the diversity of cultures should extend within society. • There is a division within multiculturalism over why culture and identity should be supported. • The conservative criticism of multiculturalism argues that the promotion of culture and identity promotes difference not unity. Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement: • Multiculturalists agree that identity is vital to 'a person's understanding of who they are' (Taylor) and so culture is vital to who we are and how we make sense of the world (Kymlicka) (AO2) showing that there is unity over the importance of culture and identity to society and human nature (AO3). • Multiculturalists agree that non-recognition or misrecognition of minority cultures stops people from having their identity recognised (Taylor) as identity can only be understood in the context of culture which can breed conflict and tension by cutting minority groups off from society (Kymlicka, Taylor) (AO2) showing that there is agreement that culture and identity are vital (AO3). • Multiculturalists agree that the state and society must recognise and respect difference, as culture is a core feature of identity (Taylor, Parekh) (AO2) showing clear unity over the need for society to respect culture and identity (AO3). Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement: • Liberal multiculturalists support diversity within a liberal framework due to the benefits it delivers to the individual in terms of culture providing the context of choice for individuals to be autonomous and to ensure justice as the liberal state and society cannot be seen as neutral (Kymlicka), pluralist multiculturalism rejects liberal universalism seeing diversity as good as humans are culturally embedded, starting from the point that all cultures have some worth and diversity counters cultural oppression (Parekh) whilst diversity for cosmopolitan multiculturalism supports the ability to create multiple, fluid identities leading to the creation of global citizens which will ultimately lead to melting away of cultural difference (AO2), showing clear disunity within multiculturalism over the role and nature of diversity in society (AO3). • Liberal multiculturalism does not extend tolerance to groups that limit the rights of the members of their culture as this restricts autonomy and is unjust (Kymlicka), whilst pluralist multiculturalists argue that all cultures have some worth and dialogue between and within cultures is vital to create vibrant and cohesive society (Parekh) showing clear disunity within multiculturalism of the extent of tolerance in society (AO3).

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| | <ul style="list-style-type: none">• The conservative criticism of multiculturalism argues that diversity undermines unity, as the emphasis on culture and identity promotes differences between groups rather than unity (AO2) showing a clear criticism of the multiculturalist approach to culture and identity in society (AO3). |
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Accept any other valid responses.

Question number	Indicative content To what extent is there more disagreement than agreement within multiculturalism over minority rights?
6(b)	AO1 (8 marks), AO2 (8 marks), AO3 (8 marks) Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that there is more disagreement than agreement within multiculturalism over minority rights: Agreement • Multiculturalists support minority rights as culture is critical to human nature and support minority rights to protect minority cultures. • Most multiculturalists support group differentiated rights. • Multiculturalists strongly reject assimilation. Disagreement • There is disagreement between cosmopolitan multiculturalists and the rest of multiculturalism about the reasons for protecting minority cultures. • There is no agreement over how far the support for minority cultures should extend. • There are disagreements over how minority rights fit within a liberal framework. Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement: • Multiculturalism aims to promote minority rights to protect minority cultures as the identity of humans is bound up in their cultures and there is an agreement in its support of minority rights as the liberal state cannot be seen as neutral, so the state needs to promote minority rights, such a group differentiated rights (Kymlicka) to show they are committed to minority cultures and in return they will be committed to the state and society (AO2), showing clear agreement with multiculturalism over the importance of minority rights (AO3) • Much of multiculturalism supports the idea of group differentiated rights across a range of areas such self-government rights, polyethnic rights and representation rights (Kymlicka) (AO2) showing a high level of agreement within multiculturalism for minority rights (AO3). • Multiculturalists oppose assimilation as it ignores the importance of culture and identity (Taylor), leading to alienation, inequality and injustice that undermine the unity of society whilst also recognising that the provision of individual rights in the liberal state is not enough to counter the lack of neutrality of the liberal state (Kymlicka) and so support minority rights. (AO2) showing clear agreement within multiculturalism over the importance of minority rights (AO3). Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement: • Cosmopolitan multiculturalists support minority rights to promote cosmopolitan integration that dissolves cultural groups to create global citizens and that culture is a matter of choice whilst other multiculturalists support the minority rights due to the importance of culture to identity (Taylor, Kymlicka) and humans are culturally embedded (Parekh) (AO2). showing clear disagreements within multiculturalism over their reasons for supporting minority rights (AO3). • Multiculturalists disagree over the extent of support for minority rights they are willing to support in society. Liberal multiculturalists support groups differentiated rights as they promote the liberal values of autonomy and justice (Kymlicka) whilst pluralist multiculturalists support minority rights due to their support for deep diversity and their belief that humans are culturally embedded (Parekh) (AO2) showing clear disagreements within multiculturalism over minority rights (AO3). • Whilst multiculturalists support minority rights within a liberal framework (Kymlicka), pluralist multiculturalists reject this framework due to the ideas of value pluralism

	(Berlin) or their rejection of liberal universalism (Parekh) (AO2) showing clear divisions within multiculturalism over minority rights (AO3).
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Accept any other valid responses.

Nationalism

Guidelines for Marking Questions 7a–7b
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. The judgement a candidate reaches about these sides should be reflected in their conclusion. Candidates who <i>do not</i> refer to specific thinkers from the relevant section of the specification in the question raised and/or only consider one side cannot achieve beyond Level 2. Accept any other valid responses.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • 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). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	5–9	• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • 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). • Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).
Level 3	10–14	• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • 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). • 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).
Level 4	15–19	• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • 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). • 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).
Level 5	20–24	• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1). • Perceptive comparative analysis of aspects of politics, with sustained, logical chains of reasoning, drawing on similarities and differences, making cohesive and convincing connections between ideas and concepts (AO2). • 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).

Question number	Indicative content To what extent is nationalism divided over its views on the nation-state?
7(a)	AO1 (8 marks), AO2 (8 marks), AO3 (8 marks) Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that nationalism is divided over its views on the nation-state: Agreement • The most central belief of nationalism is that the nation is, or should be, the main component of political organisation – the nation-state. • Liberal and anti/post-colonial nationalists are united over the view that a world of nation-states promotes progress, peace, and order. • Liberal and post-colonial nationalists support self-determination for the nation – for each nation, a state. Disagreement • Liberal nationalists and conservative nationalists are divided over their views on the nation-state. • Most nationalists back the creation of a world of nation-states. However, others are expansionist in character (Maurras). • There is division as to whether the nation-state is inclusive or exclusive. Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement: • Nationalism places the nation as the centre of its ideas, aiming to promote national autonomy, identity, and unity and that the nation-state is built around people identifying as a nation with shared values (AO2), showing that nationalism is united in its view that the nation-state is central to its ideas (AO3). • For most forms of nationalism, nation-states are the central building block of the world, bringing progress, order, and peace – as each nation-state can decide how to govern itself and will respect the sovereignty of other nation-states (AO2), reflecting a united view that the nation-state playing a key role in a progressive and peaceful world (AO3). • Most liberal, anti-colonial and nationalists support self-determination for all nations, so that each nation has its own state, although this can be for very different reasons and to very different extents (AO2), so there is a unity in the views of nationalists over the role of the nation-state (AO3). Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement: • Conservative nationalists view the nation-state in a romantic way as protecting the unique, common linguistic and cultural heritage (von Herder) of the people, whereas liberal nationalism focusses on a more rational approach built on civic nationalism (Rousseau) (AO2), showing there is division between conservative and liberal nationalism over their views of the role of the nation-state (AO3). • Expansionist nationalism rejects the right of all nations to self-determination, instead favouring colonialism/imperialism, whilst liberal (Mazzini, Rousseau) and anti/post-colonial nationalism (Garvey) is concerned with the rights of all nations to self-determination and a nation-state (AO2), showing that there is division over the views on the role of the nation-state between expansionist nationalism and other strands of nationalism (AO3). • Liberal and post-colonial nationalism take an inclusive approach to the nation-state, whilst conservative forms of nationalism are more exclusive. Chauvinistic nationalism holds a particularly exclusive view as to what constitutes the nation-state (Maurras) (AO2), so there is division over what constitutes the nation-state and what role it takes (AO3). Accept any other valid responses.

Question number	Indicative content To what extent is there more disagreement than agreement within nationalism?
7(b)	AO1 (8 marks), AO2 (8 marks), AO3 (8 marks) Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that there is more disagreement than agreement within nationalism: Agreement • Nationalism puts the nation at the centre of its ideas. • Most nationalists support self-determination and oppose colonialism and imperialism. • Most nationalists support a world of co-existing nation-states. Disagreement • There is a clear division between progressive and regressive forms of nationalism. • There are differing views over whether nationalism is inclusive or exclusive. • There are differing views over expansionism and self-determination. Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement: • Nationalism places the nation as the centre of its ideas, aiming to promote national autonomy, identity, and unity and that the nation-state is built around people identifying as a nation with shared values (AO2), showing that nationalism is united in its view that the nation-state is central to its ideas (AO3). • Most liberal, anti-colonial and conservative nationalists support self-determination and therefore oppose colonialism and imperialism although this can be for very different reasons and to different extents (AO2) showing a clear unity over the opposition to colonialism and support for self-determination (AO3). • For most forms of nationalism, nation-states are the central building block of the world, bringing progress, order, and peace – as each nation-state can decide how to govern itself and will respect the sovereignty of other nation-states (AO2), reflecting a united view that the nation-state plays a key role in a progressive and peaceful world (AO3). Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement: • Expansionist Conservative nationalists view the nation as a people with a common linguistic and cultural heritage (von Herder), with expansionist nationalism focussing on a romantic view of common ancestry, both of which are considered regressive, whereas liberal nationalism focusses on civic nationalism (Rousseau) (AO2), showing there is no common view between conservative and liberal nationalism over whether the nation is a rational, progressive or romantic, regressive concept.(AO3). • Liberal and anti-colonial nationalist believe in a more inclusive view of the state based around civic nationalism (Rousseau) which is inclusive or ideas like Pan-Africanism (Garvey) which builds solidarity across nations whilst conservative nationalism seeks to defend, for example, a language, religion, set of traditions or a national 'way of life' (von Herder) whilst expansionist nationalism sees their nation as unique, special and based on common ancestry (Maurras) which are exclusive rather than inclusive (AO2) showing clear disagreements over inclusivity within nationalism (AO3). • Liberal nationalism opposes colonialism due to its support for freedom for all nations and for all their citizens based on the concept of civic nationalism (Rousseau), whilst anti-colonial/post-colonial nationalism seeks self-determination and liberation from colonial rule promoting unity based on commons ancestry that crosses state boundaries (Garvey) whilst Conservative nationalists' support for self-determination is more limited than liberal and anti/post-colonial nationalists as they are less

	concerned with the rights of all nations and are more concerned with the cohesion of their own nation-state but still oppose any form of authority which stretches beyond one nation (von Herder) and expansionist nationalism views some nation-states as superior to others supporting imperialism (AO2) showing a clear division within nationalism over self-determination (AO3).
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Accept any other valid responses.