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# **Mark Scheme (Results)**

Summer 2017

Pearson Edexcel GCE in  
Government & Politics (6GP03)  
Paper 3B: UK Political Ideologies

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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.

<b>No. 1</b>	How and why have conservatives supported One Nation principles?
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>The One Nation tradition in conservatism provides the justification for limited social and economic intervention, particularly in the form of a qualified case for welfare provision. Its key principles include paternalism, social duty as the price of privilege, moral responsibility and social cohesion within an organic society. These principles have been supported on the following grounds:-</p> <ul style="list-style-type: none"> <li>• Their application in the form of social reform and welfare serves are in the long-term interests of the wealthy and privileged by helping to neutralise political discontent on the part of the weak and vulnerable. In this sense, social reform is preferable in order to avoid social revolution;</li> <li>• One Nation principles have a moral justification, in that the wealthy and powerful owe their social position, to a significant degree, to the accident of birth. This implies both that a high social position entails social duties, noblesse oblige, notably those linked to ameliorating poverty and supporting the disadvantaged, and that the poor are 'deserving', in the sense that they are not the architects of their own misfortune and cannot rectify their poverty through simple hard work and self-help;</li> <li>• In practice this has led to support for limited social and economic intervention such as support for Keynesianism and the welfare state in post-war Britain; limited regulation of markets and higher rates of tax for high earners.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following feature:</p> <ul style="list-style-type: none"> <li>• Limited understanding of how or why conservatives have supported One Nation principles.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• A clear and accurate understanding of how and why conservatives have supported One Nation principles.</li> </ul>	

LEVELS	DESCRIPTORS
<p><b>Level 3</b> <b>(11-15 marks)</b></p>	<ul style="list-style-type: none"> <li>• Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Good or better ability to analyse and explain political information, arguments and explanations.</li> <li>• Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><b>Level 2</b> <b>(6-10 marks)</b></p>	<ul style="list-style-type: none"> <li>• Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Sound ability to analyse and explain political information, arguments and explanations.</li> <li>• Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<p><b>Level 1</b> <b>(0-5 marks)</b></p>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Poor ability to analyse and explain political information, arguments and explanations.</li> <li>• Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li> </ul>

<b>No. 2</b>	On what grounds do liberals support democracy?
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>The liberal belief in rational individuals can be seen as a sound basis for democracy. Liberal democracy balances limited government with popular consent. Liberals support democracy on the following grounds:</p> <ul style="list-style-type: none"> <li>• As a protection against authoritarianism and arbitrary government, within the framework of a codified constitution and a Bill of Rights;</li> <li>• J.S. Mill believed in developmental democracy, as primarily an educational and participatory experience, arguing for the extension of the franchise.</li> <li>• Liberals have argued that there should be 'no taxation without representation' and that at least limited democracy flowed from this, further extended under universal suffrage;</li> <li>• Liberal pluralists argue that democracy is essential in modern complex societies, giving competing groups a political hearing, promoting political participation and binding them to a stable political system that promotes freedom.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following feature:</p> <ul style="list-style-type: none"> <li>• Limited understanding of the grounds on which liberals support democracy.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following feature:</p> <ul style="list-style-type: none"> <li>• A clear and accurate understanding of the grounds on which liberals support democracy.</li> </ul>	

<b>LEVELS</b>	<b>DESCRIPTORS</b>
<p><b><i>Level 3</i></b> <b>(11-15 marks)</b></p>	<ul style="list-style-type: none"> <li>• Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Good or better ability to analyse and explain political information, arguments and explanations.</li> <li>• Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><b><i>Level 2</i></b> <b>(6-10 marks)</b></p>	<ul style="list-style-type: none"> <li>• Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Sound ability to analyse and explain political information, arguments and explanations.</li> <li>• Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<p><b><i>Level 1</i></b> <b>(0-5 marks)</b></p>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Poor ability to analyse and explain political information, arguments and explanations.</li> <li>• Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li> </ul>

<b>No. 3</b>	Explain the link between anarchism and egoism.
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Egoism refers to the self-interested nature of individuals. Individualist anarchism is linked to egoism in several ways:-</p> <ul style="list-style-type: none"><li>• Anarchists believe in the sovereignty of the individual and argue that natural order will arise in the absence of the state;</li><li>• Anarchists do not believe in a higher authority than the self, rejecting the need for a state, or for laws that constrain individuals;</li><li>• For Max Stirner, egoism placed the individual at the centre of the moral universe.</li></ul> <p>A threshold Level 2 response will typically exhibit the following feature:</p> <ul style="list-style-type: none"><li>• Limited understanding of the link between anarchism and egoism.</li></ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"><li>• A clear understanding of egoism.</li><li>• A clear and accurate understanding of the links between anarchism and egoism.</li></ul>	



<b>LEVELS</b>	<b>DESCRIPTORS</b>
<p><b><i>Level 3</i></b> <b>(11-15 marks)</b></p>	<ul style="list-style-type: none"> <li>• Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Good or better ability to analyse and explain political information, arguments and explanations.</li> <li>• Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><b><i>Level 2</i></b> <b>(6-10 marks)</b></p>	<ul style="list-style-type: none"> <li>• Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Sound ability to analyse and explain political information, arguments and explanations.</li> <li>• Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<p><b><i>Level 1</i></b> <b>(0-5 marks)</b></p>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Poor ability to analyse and explain political information, arguments and explanations.</li> <li>• Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li> </ul>

**No. 4**

How and why are socialists committed to social equality?

**Indicative content (*this is not an exhaustive account of relevant points*)**

Social equality refers to a society in which all members have the same status and equal access to social goods and services. Socialists are committed to social equality as:-

- They believe that many existing inequalities are largely structural and attributable to accidents of birth, social class or family background, rather than down to individual characteristics;
- Greater social equality not only benefits individuals, but also benefits society as the potential of all members is maximised;
- Most socialists put more emphasis on equality of outcome than equality of opportunity, which distinguishes them from liberals.
- There is also a moral dimension to championing a more equal society.

This commitment has been expressed in various ways such as:-

- Progressive taxation, or a maximum wage level, redistributing income or wealth from top to bottom;
- A commitment to end child poverty, enabling all children to fulfil their potential; and a minimum level of income for all people, including the unemployed and the retired;
- For fundamentalist socialists, the abolition of capitalism and creation of a socialist society.

A threshold Level 2 response will typically exhibit the following feature:

- Limited understanding of how or why socialists are committed to social equality.

A threshold Level 3 response will typically exhibit the following features:

- A clear understanding of social equality.
- A clear and accurate understanding of how and why socialists are committed to social equality.

<b>LEVELS</b>	<b>DESCRIPTORS</b>
<p><b><i>Level 3</i></b> <b>(11-15 marks)</b></p>	<ul style="list-style-type: none"> <li>• Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Good or better ability to analyse and explain political information, arguments and explanations.</li> <li>• Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><b><i>Level 2</i></b> <b>(6-10 marks)</b></p>	<ul style="list-style-type: none"> <li>• Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Sound ability to analyse and explain political information, arguments and explanations.</li> <li>• Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<p><b><i>Level 1</i></b> <b>(0-5 marks)</b></p>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Poor ability to analyse and explain political information, arguments and explanations.</li> <li>• Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li> </ul>

**No. 5**

In what ways do conservatives believe in human imperfection?

**Indicative content (*this is not an exhaustive account of relevant points*)**

Conservatism has been portrayed as a 'philosophy of imperfection':-

- Conservatives view human beings as morally imperfect, driven by non-rational drives and instincts. They believe in 'original sin' and social hierarchy and authority are needed in order to produce a harmonious and organic society;
- They view humans as psychologically imperfect, limited and dependent creatures, drawn to the known, the familiar and the tried and tested;
- They view humans as intellectually imperfect and regard human rationality as unreliable, the world being more complex than the human intellect is able to cope with. This is in contrast to the liberal view;
- The conservative New Right remains faithful to traditional conservative assumptions about imperfection, in terms of moral imperfection and psychological imperfection.

A threshold Level 2 response will typically exhibit the following feature:

- Limited understanding of the ways in which conservatives believe in human imperfection.

A threshold Level 3 response will typically exhibit the following feature:

- A clear and accurate understanding of the ways in which conservatives believe in human imperfection.

<b>LEVELS</b>	<b>DESCRIPTORS</b>
<p><b><i>Level 3</i></b> <b>(11-15 marks)</b></p>	<ul style="list-style-type: none"> <li>• Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Good or better ability to analyse and explain political information, arguments and explanations.</li> <li>• Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><b><i>Level 2</i></b> <b>(6-10 marks)</b></p>	<ul style="list-style-type: none"> <li>• Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Sound ability to analyse and explain political information, arguments and explanations.</li> <li>• Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<p><b><i>Level 1</i></b> <b>(0-5 marks)</b></p>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Poor ability to analyse and explain political information, arguments and explanations.</li> <li>• Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li> </ul>

**No. 6**

'Anarchism is a Utopian fantasy.' Discuss.

**Indicative content (*this is not an exhaustive account of relevant points*)**

The defining feature of anarchism is the notion that an ordered, stateless society is practicable. The basis for this is a theory of human nature that stresses the capacity of people for unregulated social harmony.

For collectivist anarchists, this is grounded in optimistic assumptions about human nature, a belief in the idea of human 'plasticity' (rather than 'natural goodness'). Humans are pre-disposed towards social solidarity, human sympathy and spontaneous cooperation, as we are essentially social creatures.

Individualist anarchists, argue that natural order will arise in the absence of the state because of both the tendency of people to respect one another as rational creatures, and the calculation that self-interest is better served this way.

Critics of anarchism reject these ideas as a Utopian fantasy. Liberals and others do so on the basis that, as individuals, humans are inevitably motivated by egoistical concerns, meaning that a stateless society would degenerate into conflict and strife. Conservatives make an argument for a strong state, based on the belief that humans are imperfect and are motivated by non-rational drives, such as greed and selfishness. Although socialists have a more optimistic view of human nature, only Marxists agree with collectivist anarchists over the long-term feasibility of a statelessness society, even though they disagree about the process through which it can be achieved.

A threshold Level 2 response will typically exhibit the following feature:

- Limited understanding of the arguments that Anarchism is or is not a Utopian fantasy.

A threshold Level 3 response will typically exhibit the following feature:

- Clear and accurate understanding of the arguments for and against Anarchism being a Utopian fantasy.

<b>A01</b>	<b>Knowledge and understanding</b>
<b>Level 3 (9-12 marks)</b>	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2 (5-8 marks)</b>	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1 (0-4 marks)</b>	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>A02</b>	<b>Intellectual skills</b>
<b>Level 3 (9-12 marks)</b>	Good or better ability to analyse and evaluate political information, arguments and explanations.
<b>Level 2 (5-8 marks)</b>	Sound ability to analyse and evaluate political information, arguments and explanations.
<b>Level 1 (0-4 marks)</b>	Limited ability to analyse and evaluate political information, arguments and explanations.
<b>A02</b>	<b>Synoptic skills</b>
<b>Level 3 (9-12 marks)</b>	Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions.
<b>Level 2 (5-8 marks)</b>	Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions.
<b>Level 1 (0-4 marks)</b>	Limited ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions.

<b>A03</b>	<b>Communication and coherence</b>
<b>Level 3 (7-9 marks)</b>	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2 (4-6 marks)</b>	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1 (0-3 marks)</b>	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.



**No. 7**

To what extent is liberalism a coherent doctrine?

**Indicative content (*this is not an exhaustive account of relevant points*)**

The relationship between modern liberalism and classical liberalism, and the coherence of the ideology, has been a matter of significant debate within liberalism. There are many ideas that both classical and modern liberals hold in common:-

- They are individualists rather than collectivists and support individual freedom and limited government;
- They are not in favour of equality of outcome and they are supporters of pluralist democracy;
- Modern liberals have usually stressed that their views have emerged from an attempt to apply classical liberal thinking to changed economic and social circumstances, implying that there is coherence between the two sub traditions.

However, from the perspective of classical liberalism, major differences are often highlighted and these can be seen to undermine the coherence of liberalism as a doctrine:-

- An alleged shift from individualism, reflected in the difference between the classical liberal desire to minimise the role of the state and expand the responsibilities of the individual, especially in economic and social life, and the modern liberal commitment to expanding the role of the state;
- Modern liberals are sometimes thought to have abandoned core liberal ideas and theories;
- Classical liberals have stressed egoistical individualism and the desire to maximise utility, while modern liberals have stressed developmental individualism and the importance of personal growth.

A threshold Level 2 response will typically exhibit the following feature:

- Limited understanding of the extent to which liberalism is or is not a coherent doctrine.

A threshold Level 3 response will typically exhibit the following feature:

- Clear and accurate understanding of the extent to which liberalism is a coherent doctrine, with some consideration of both sides of the argument.

<b>A01</b>	<b>Knowledge and understanding</b>
<b>Level 3 (9-12 marks)</b>	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2 (5-8 marks)</b>	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1 (0-4 marks)</b>	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>A02</b>	<b>Intellectual skills</b>
<b>Level 3 (9-12 marks)</b>	Good or better ability to analyse and evaluate political information, arguments and explanations.
<b>Level 2 (5-8 marks)</b>	Sound ability to analyse and evaluate political information, arguments and explanations.
<b>Level 1 (0-4 marks)</b>	Limited ability to analyse and evaluate political information, arguments and explanations.
<b>A02</b>	<b>Synoptic skills</b>
<b>Level 3 (9-12 marks)</b>	Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions.
<b>Level 2 (5-8 marks)</b>	Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions.
<b>Level 1 (0-4 marks)</b>	Limited ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions.

<b>A03</b>	<b>Communication and coherence</b>
<b>Level 3 (7-9 marks)</b>	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2 (4-6 marks)</b>	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1 (0-3 marks)</b>	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

**No. 8**

'There is more that unites socialists than divides them.' Discuss.

**Indicative content (*this is not an exhaustive account of relevant points*)**

There are several areas of broad agreement among socialists, who emphasise the importance of structural factors in shaping individuals:-

- That there needs to be much greater equality within society;
- That the powers of big business, or capital, need to be significantly reduced;
- The importance of class for analysing and changing society and that the working class, or majority, need to have a much greater say in how society is run;
- A belief in community and the importance of collectivism.

However, major divisions exist among socialists over the means through which socialism can be achieved; and over the goal of socialist change. In broad terms, fundamentalist socialists disagree over the means of achieving socialism; and they differ from other reformist socialists on the end goal of socialism. Fundamentalist socialists:-

- Believe that radical change, or revolution, is the only practicable means of bringing about socialism; other socialists argue for incremental or gradual reforms;
- Argue for the goal of abolishing capitalism and are in favour of common ownership; other socialists argue for a mixed economy with varying degrees of private ownership;
- Believe that the state represents the interests of the economically dominant class and cannot be used to provide a peaceful transition to socialism; other socialists see the state as an important instrument of social change;
- Believe that social class is key to understanding and changing society; but other socialists put less or little emphasis on social class in their analysis and put less emphasis on collectivism.

A threshold Level 2 response will typically exhibit the following feature:

- Limited understanding of the main areas on which socialists are united, or divided.

A threshold Level 3 response will typically exhibit the following feature:

- Clear and accurate understanding of the ways in which socialists are united and divided, with some consideration of both sides of the argument.

<b>A01</b>	<b>Knowledge and understanding</b>
<b>Level 3 (9-12 marks)</b>	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2 (5-8 marks)</b>	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1 (0-4 marks)</b>	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>A02</b>	<b>Intellectual skills</b>
<b>Level 3 (9-12 marks)</b>	Good or better ability to analyse and evaluate political information, arguments and explanations.
<b>Level 2 (5-8 marks)</b>	Sound ability to analyse and evaluate political information, arguments and explanations.
<b>Level 1 (0-4 marks)</b>	Limited ability to analyse and evaluate political information, arguments and explanations.
<b>A02</b>	<b>Synoptic skills</b>
<b>Level 3 (9-12 marks)</b>	Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions.
<b>Level 2 (5-8 marks)</b>	Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions .
<b>Level 1 (0-4 marks)</b>	Limited ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions.

<b>A03</b>	<b>Communication and coherence</b>
<b>Level 3 (7-9 marks)</b>	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2 (4-6 marks)</b>	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1 (0-3 marks)</b>	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.