



Rewarding Learning

ADVANCED
General Certificate of Education

Government and Politics

Assessment Unit A2 2

assessing

Political Power and Political Ideas

[AGP21]

Assessment

MARK
SCHEME

General Marking Instructions

Introduction

The main purpose of the mark scheme is to ensure that papers are marked accurately, consistently and fairly. The mark scheme provides teachers with an indication of the nature and range of students' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to students' responses.

Assessment objectives

Below are the assessment objectives for GCE Government and Politics.

Students should be able to:

- AO1** Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and debates.
- AO2** Analyse and evaluate political information, arguments and theories; identify parallels, connections, similarities and differences between the political systems studied.
- AO3** Construct and communicate coherent arguments making use of a range of appropriate political vocabulary.

Factual recall questions only AO1 may be assessed. In longer, extended writing responses all three AOs may be assessed.

Quality of students' responses

In marking the papers, teachers should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of students sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which students may produce. In the event of unanticipated answers, teachers are expected to use their professional judgement to assess the validity of answers.

Positive marking

Teachers are encouraged to be positive in their marking, giving appropriate credit for what students know, understand and can do rather than penalising students for errors or omissions. Teachers should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE student.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Examples and evidence

In a subject such as Government and Politics, the use of relevant examples and evidence is crucial. However, the amount of evidence/examples required depends upon the nature of the question.

- shorter, factual recall questions may require no evidence/examples at all.
- other short questions may require an example is given but not developed.
- some source-based questions may identify an example and the task for students is to identify and then explain this example (and usually provide another).

- extended essay responses require a range of examples/evidence. However, this should not be simply listed but the relevance of the material to the topic under discussion should be explained. There is *no* required number of examples for a response to achieve the top mark band: a response with four developed and applied pieces of evidence is superior to one with ten listed examples.
- Further specific guidance is provided in the detailed Mark Scheme that follows.

Sources of evidence and examples

Evidence and examples may be drawn from political systems referred to in the specification. However, students are free to draw upon evidence from systems **not** included in the specification: for example, North Korea, Brazil, Myanmar.

Accurate and relevant knowledge and understanding from all political systems is acceptable.

Direct quotation, while acceptable, is not required in responses.

Types of mark schemes

Mark schemes for tasks or questions which require students to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

In deciding which level of response to award, teachers should look for the ‘best fit’ bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, teachers are expected to use their professional judgement.

The following guidance is provided to assist teachers.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing students’ responses to all questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is inadequate.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is satisfactory.

Level 4: Quality of written communication is good.

Level 5: Quality of written communication is of a high standard.

In interpreting these level descriptions, teachers should refer to the more detailed guidance provided below:

Level 1 (Inadequate): The student makes only a very limited selection and use of an appropriate form and style of writing. The organisation of material may lack any clarity and coherence. There is very little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is consistently unclear.

Level 2 (Limited): The student makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear in places.

Level 3 (Satisfactory): The student makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 4 (Good): The student makes a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 5 (High Standard): The student successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Government and Politics is one of many subjects in which it is possible to confuse a well-presented response with one that actually contains relevant knowledge and understanding.

It is imperative when assessing responses, that relevant knowledge and understanding are appropriately rewarded, even if the presentation is not of as high a standard as may be the case with other student's work.

It is also important to note that the level descriptors for QWC state that spelling, punctuation and grammar are relevant in so far as they affect the meaning of a student's response. Some failings in spelling, punctuation and grammar should not prevent a response that contains clearly relevant material from being rewarded.

Option A: Political Power

AVAILABLE
MARKS

Section A: Factors involved in the Exercise of Power

1 Background

State control of the media is the opposite to the concept of a free media. State control can take both overt and more covert forms. The overt forms include direct state control of the membership and output of media outlets so that, in effect, the media becomes a branch of the state. The state may also censor media content or restrict it through legislation. More covertly, the state may seek to control media appointments, restrict access to information, leak to journalists or use “spin” to shape the news agenda.

Level 1 ([1])

The student offers a basic explanation of what is meant by the term “the media is tightly controlled”.

Level 2 ([2]–[3])

The student offers a more developed explanation of what is meant by the term “the media is tightly controlled”. An example may be included to support the response. If no supporting example is given, a maximum of 3 marks can be awarded.

Level 3 ([4]–[5])

The student provides a full explanation of what is meant by the term “the media is tightly controlled”. A relevant example will be used to support the response.

(AO1: [5] marks)

Any other valid material will be rewarded appropriately. [5]

5

2 Background

The Source identifies violation of human rights as another feature of an authoritarian system and students should seek to explain what this means and, if possible, support the explanation with a relevant example. Other features that students may identify include the absence of free and fair elections, suppression of independent pressure groups, the absence of an independent judiciary and any other valid feature.

Level 1 ([1])

The student identifies a valid feature with little or no development.

Level 2 ([2]–[3])

The student identifies a valid feature and offers a more developed explanation. The answer may be supported with a relevant example.

Level 3 ([4]–[5])

The student identifies a valid reason and provides a full explanation of the feature, including supporting evidence.

Apply criteria for each valid reason. One feature must come from the Item.

(AO1: [5] marks × 2)

Any other valid information will be rewarded appropriately. [10]

10

3 Background

The Source gives students two possible reasons for the durability of authoritarian states: control over the media and the creation of social and political stability. Students should seek to explain how one or both of these may contribute to the survival of a state, perhaps by using the example of Putin that is also included in the Source. Other possible reasons may include the state being able to deliver economic growth and rising living standards which many observers see as the basis of the deal between the Chinese leadership and people. It would be wrong to dismiss the effectiveness of coercive power as a basis for state survival. The threat from a hostile external power has also been often employed by authoritarian leaders to retain their position.

Any other relevant reason.

Level 1 ([1]–[4])

The student demonstrates limited knowledge and understanding of the reasons why authoritarian states can survive and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

Level 2 ([5]–[8])

The student demonstrates outline knowledge and understanding of reasons why authoritarian states can survive but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

Level 3 ([9]–[12])

The student demonstrates satisfactory knowledge and understanding of reasons why authoritarian states can survive but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

Level 4 ([13]–[16])

The student demonstrates sound knowledge and understanding of reasons why authoritarian states can survive and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points

made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

Level 5 ([17]–[20])

The student demonstrates accurate, detailed and comprehensive knowledge and understanding of reasons why authoritarian states can survive and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

[20]

**AVAILABLE
MARKS**

20

Section A

35

Section B: Theories of Power

AVAILABLE
MARKS

4 Background

The term “patriarchy” is associated with the Feminist theory of political power. The term refers to male dominance in both the domestic and public spheres. Not only are institutions dominated by men but the institutions act in the interests of men and against those of women.

Level 1 ([1])

The student offers a basic explanation of what is meant by the term “patriarchy”.

Level 2 ([2]–[3])

The student offers a more developed explanation of what is meant by the term “patriarchy”. An example may be included to support the response. If no supporting example is given, a maximum of 3 marks can be awarded.

Level 3 ([4]–[5])

The student provides a full explanation of what is meant by the term “patriarchy”. A relevant example will be used to support the response.

(AO1: [5] marks)

Any other valid material will be rewarded appropriately.

[5]

5

5 (a) Background

What marks the statement that is contained in this question as the view of Elite Theory is the view that domination of power by the few remains constant. Political leaders may change in a “circulation of elites” but elite rule is inevitable and an “Iron Law of Oligarchy” operates in all political structures. Elites frequently disguise their power by claiming to be democratic but this is a sham. There are several different forms of Elite Theory and students may explore some of these forms. Students should refer to a range of elite theorists and support their discussion with relevant evidence.

Pluralist critics of Elite Theory argue that democracy is achievable and is in fact the reality in many societies. While not ideal, western liberal democracy has brought popular control over the state and human rights to many nations. Marxists believe that domination of power by the few is not inevitable and will not be the case in a socialist society where the inequalities of wealth no longer exist making equal access to power possible. Feminists would accuse Elite Theory of legitimising patriarchal structures and elite male rule by suggesting that it is ‘inevitable’. The few are a male few.

Weaker answers will display only a limited grasp of the issue and have limited concrete evidence. Stronger answers will display more detailed knowledge and offer a broad range of evidence.

Level 1 ([1]–[7])

The student demonstrates limited knowledge and understanding of the Elite and other theories of power and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments

and explanations.

There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

Level 2 ([8]–[14])

The student demonstrates outline knowledge and understanding of the Elite and other theories of power but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

Level 3 ([15]–[21])

The student demonstrates satisfactory knowledge and understanding of the Elite and other theories of power but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

Level 4 ([22]–[28])

The student demonstrates sound knowledge and understanding of the Elite and other theories of power and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

Level 5 ([29]–[35])

The student demonstrates accurate, detailed and comprehensive knowledge and understanding of the Elite and other theories of power and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective

communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately. [35]

AVAILABLE
MARKS

35

(b) Background

It is the reference to ruling class and to proletariat that reveal this question to be about the Marxist analysis of political power. Since Marx and Engels declared the capitalist state to be simply a committee for managing the affairs of the bourgeoisie, it has remained a central theme of the Marxist analysis. Much Marxist research has sought to establish the ruling class character of those who control the state and there is much to support such a conclusion. Other Marxists have sought to demonstrate that, whatever the characteristics of those who run things, the policies of the state will favour the long-term interests of the ruling class.

Pluralist critics of the Marxist analysis challenge both the idea that the state is controlled by the ruling class and that the state acts solely in the interests of the wealthy. Elite Theorists argue that it is not the case that the wealth owning class control the state in all societies: there are many other bases on which an elite can be based. While Marxist Feminists would share many of the views of Marxism, other Feminists would argue that it is gender that is the main factor determining access to political power. They would also assert that gender is also the basis of state policies and not class.

Level 1 ([1]–[7])

The student demonstrates limited knowledge and understanding of the Marxist and other theories of political power and of how it has been criticised and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

Level 2 ([8]–[14])

The student demonstrates outline knowledge and understanding of the Marxist and other theories of political power and of how it has been criticised but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

Level 3 ([15]–[21])

The student demonstrates satisfactory knowledge and understanding of the Marxist and other theories of political power and of how it has been criticised but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

Level 4 ([22]–[28])

The student demonstrates sound knowledge and understanding of the Marxist and other theories of political power and of how it has been criticised and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

Level 5 ([29]–[35])

The student demonstrates accurate, detailed and comprehensive knowledge and understanding of the Marxist and other theories of political power and of how it has been criticised and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately. [35]

Section B

**AVAILABLE
MARKS**

35

75

Option B: Political Ideas

AVAILABLE
MARKS

Section A: Texts

1 Background

Burke's argument that "some citizens must be uppermost" expresses his belief that only some are capable of exercising power and that hierarchy, in the sense of rule by the best, is essential. He expressed this idea in opposition to the elevation of incompetent individuals into positions of power within the French Revolutionary state. Burke believed this would result in disaster for French society whereas the established order of Britain would ensure stability and peace.

Level 1 ([1])

The student offers a basic explanation of what is meant by "some citizens must be uppermost".

Level 2 ([2]–[3])

The student offers a more developed explanation of what is meant by "some citizens must be uppermost".

Level 3 ([4]–[5])

The student provides a full explanation of what is meant by "some citizens must be uppermost".

(AO1: [5] marks)

Any other valid information will be rewarded appropriately. [5]

5

2 Background

Central to Burke's view of political philosophy was his "organic" view of society. Throughout *Reflections* he repeatedly compares society to nature in order to support his idea that, just as nature evolves gradually, so should society. Sudden, revolutionary change is not found in nature and is therefore to be avoided in society. Burke used this argument to reject the revolutionary actions that had taken place in France and to support the sound government by the 'gardener' statesmen of England.

Level 1 ([1]–[3])

The student offers a basic explanation of Burke's argument that political leaders should work "after the pattern of nature". There is limited or no use of the Source or own knowledge.

Level 2 ([4]–[7])

The student offers a more developed explanation of Burke's argument that political leaders should work "after the pattern of nature". There is some use of the Source or own knowledge.

Level 3 ([8]–[10])

The student provides a full explanation of Burke's argument that political leaders should work "after the pattern of nature". There is good use of the Source and own knowledge.

An answer that does not refer to the Source can be awarded a maximum of 6 marks.

An answer that does not contain any evidence can be awarded a maximum of 8 marks.

(AO1: [10] marks)

Any other valid information will be rewarded appropriately. [10]

10

3 Background

Throughout *Reflections* Burke defends the value of the customs and traditions of the past and deplors those who recklessly reject the wisdom of previous generations embodied in those customs and traditions. In doing this he established one of the main principles of Conservatism. However, critics have long challenged his arguments. For example, he compares the ideal statesman as a gardener who works “after the pattern of nature” but gardeners seek to interfere with nature in radical ways in order to bring about what they want. A more frequently expressed criticism of Burke is that his argument for custom and tradition is nothing more than a defence of the privileges and wealth of the few. His argument that “in all societies some citizens must be uppermost” clearly expresses this view. Critics would also ask whether all customs and traditions are to be “cherished”. Racism and anti-Semitism are traditional in many societies. Liberals would attack Burke on the grounds that custom and tradition prevent social progress and become, in Mill’s phrase, “dead dogma”. Rather than being the basis of moving forward, custom and tradition keep society stuck in the past.

An answer that does not refer to the Source can be awarded a maximum of Level 3.

An answer that contains no evidence can be awarded a maximum of Level 3.

An answer limited to only one criticism can be awarded a maximum of Level 3.

Any other valid criticisms.

Level 1 ([1]–[4])

Responses at this level are characterised by brevity and contain little or no relevant material. The student demonstrates limited knowledge and understanding of Burke’s defence of custom and tradition and how it has been criticised and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

Level 2 ([5]–[8])

Responses at this level are characterised by a mix of broad, sweeping statements, only some of which are relevant to the question and all are under explained or imprecise. The student demonstrates outline knowledge and understanding of Burke’s defence of custom and tradition and how it has been criticised but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. General material is content that relates to the topic under discussion but is not directly relevant to it. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations but this lacks depth. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

Level 3 ([9]–[12])

Responses at this level are characterised by a number of accurate and relevant points that are either under explained, have no supporting evidence, are limited in range or are entirely one-sided. The student demonstrates satisfactory knowledge and understanding of Burke’s defence of custom and tradition and how it has been criticised but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. General material is content that relates to the topic under discussion but is not directly relevant to it. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations but this lacks depth. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

Level 4 ([13]–[16])

Responses at this level are characterised by a degree of balance in argument, a range of relevant points that are reasonably well explained and good use of appropriate evidence. The student demonstrates sound knowledge and understanding of Burke’s defence of custom and tradition and how it has been criticised and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary.

Level 5 ([17]–[20])

Responses at this level are characterised by a focus on analysis based on a detailed explanation of a wide range of points that account for all the main issues on both sides of the argument. There is consistent engagement with the question throughout and the evidence used clearly illuminates the points being made. The student demonstrates accurate, detailed and comprehensive knowledge and understanding of Burke’s defence of custom and tradition and how it has been criticised and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary.

Any other valid material will be rewarded appropriately.

[20]

**AVAILABLE
MARKS**

20

Section A

35

Section B: Ideologies

AVAILABLE
MARKS

4 Background

The idea of a “limited state” is primarily associated with Liberals and Libertarians, although Libertarian Socialists would also be in favour of such a state. A limited government is one that plays a restricted role in individuals’ lives. There are major constraints upon government power and the area of personal freedom is clearly defined. For example, in the USA where the principle of limited government is highly valued, individuals go to the most extraordinary lengths to assert their right to bear arms.

Level 1 ([1])

The student offers a basic explanation of what is meant by the term “limited state”.

Level 2 ([2]–[3])

The student offers a more developed explanation of what is meant by the term “limited state”. A relevant example will be given.

Level 3 ([4]–[5])

The student provides a full explanation of what is meant by the term “limited state”. A relevant example will be used to explain the term. A relevant example may be one that does not refer to a specific political system but does support the explanation. For example, the state not interfering with freedom of religion would be a relevant example.

(AO1: [5] marks)

Any other valid information will be rewarded appropriately. [5]

5 (a) Background

Classical Liberals, such as Locke, had a deeply suspicious view of the absolutist state and regarded it as the biggest threat to individual liberty. They sought to impose restrictions on the state in order to avoid tyranny and to maximise individual freedom. For example, the emphasis upon natural rights was intended to define the limits of state action. The statement “that government is best which governs least” expresses much of what Classical Liberals believed.

Modern Liberalism, as illustrated by the ideas of Keynes and Beveridge, was much less hostile to the state, given that the threat of absolutism had largely disappeared. Instead it supported state intervention in society in order to tackle social problems that prevented individuals from becoming free.

However, both varieties of Liberalism saw liberty as the highest goal, unlike their Socialist and Conservative opponents. Modern Liberals were prepared to accept a degree of state action but were adamant that the state should not go beyond its limited remit. For these reasons, it can be argued that Classical and Modern Liberals share similar goals.

Students should seek to explain the differences between Classical and Modern Liberalism but also explain what they have in common.

Any other valid information.

- An answer that contains no evidence can be awarded a maximum of Level 3.
- An answer that lacks any form of balance can be awarded a maximum of Level 4.

Level 1 ([1]–[7])

Responses at this level are characterised by brevity and contain little or no relevant material. The student demonstrates limited knowledge and understanding of Classical and Modern Liberalism and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

Level 2 ([8]–[14])

Responses at this level are characterised by a mix of broad, sweeping statements, only some of which are relevant to the question and all are under explained or imprecise. The student demonstrates outline knowledge and understanding of Classical and Modern Liberalism but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. General material is content that relates to the topic under discussion but is not directly relevant to it. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations but this lacks depth. Spelling, punctuation and grammar are limited. An argument or explanation is constructed, communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

Level 3 ([15]–[21])

Responses at this level are characterised by a number of accurate and relevant points that are either under explained, have no supporting evidence, are limited in range or are entirely one-sided. The student demonstrates satisfactory knowledge and understanding of Classical and Modern Liberalism but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. General material is content that relates to the topic under discussion but is not directly relevant to it. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

Level 4 ([22]–[28])

Responses at this level are characterised by a degree of balance in argument, a range of relevant points that are reasonably well explained and good use of appropriate evidence. The student demonstrates sound knowledge and understanding of Classical and Modern Liberalism and uses this to fully address the requirements of the question. Accurate evidence

and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

Level 5 ([29]–[35])

Responses at this level are characterised by a focus on analysis based on a detailed explanation of a wide range of points that account for all the main issues on both sides of the argument. There is consistent engagement with the question throughout and the evidence used clearly illuminates the points being made. The student demonstrates accurate, detailed and comprehensive knowledge and understanding of Classical and Modern Liberalism and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately. [35]

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(b) Background

Early socialists tended to adopt a revolutionary socialist analysis of capitalism, believing that the exploitation and inequality of capitalism means that it cannot be improved upon or reformed. The wealth enjoyed by the few was a direct consequence of the poverty inflicted upon the majority. Therefore, the system must be destroyed and replaced by socialism. Private ownership of the means of production cannot be tolerated as this is the basis of capitalist exploitation. The state is an agent of the ruling, capitalist class and therefore it must be overthrown by means of a proletarian revolution.

Reformist Socialists, confronted with a different type of capitalism are less inclined to advocate the complete destruction of capitalism, arguing instead for a reformed capitalism that combines the benefits of capitalism with state action in the form of welfarism, state health care and redistribution of wealth. Democracy allows the working class to gain control of the state and to use it to bring about essential reforms. A proletarian revolution is not needed. Capitalism can be “tamed” and made to serve the needs of the majority, not the few.

These different views of capitalism have led to conflict and division within Socialism and left-wing parties. The bitterness of these divisions has led to the argument that there are two very different socialisms, reflected in the form of social democratic and communist parties. Others argue that socialists have enough in common for it to be considered a single ideology.

Students should seek to explain the differences between Revolutionary and Reformist Socialism but also identify possible common areas.

Any other relevant material.

- An answer that contains no evidence can be awarded a maximum of Level 3.
- An answer that lacks any form of balance can be awarded a maximum of Level 4.

Level 1 ([1]–[7])

Responses at this level are characterised by brevity and contain little or no relevant material. The student demonstrates limited knowledge and understanding of revolutionary and reformist socialism and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

Level 2 ([8]–[14])

Responses at this level are characterised by a mix of broad, sweeping statements, only some of which are relevant to the question and all are under explained or imprecise. The student demonstrates outline knowledge and understanding of revolutionary and reformist socialism but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. General material is content that relates to the topic under discussion but is not directly relevant to it. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations but this lacks depth. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

Level 3 ([15]–[21])

Responses at this level are characterised by a number of accurate and relevant points that are either under explained, have no supporting evidence, are limited in range or are entirely one-sided. The student demonstrates satisfactory knowledge and understanding of revolutionary and reformist socialism but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. General material is content that relates to the topic under discussion but is not directly relevant to it. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

AVAILABLE
MARKS

Level 4 ([22]–[28])

Responses at this level are characterised by a degree of balance in argument, a range of relevant points that are reasonably well explained and good use of appropriate evidence. The student demonstrates sound knowledge and understanding of revolutionary and reformist socialism and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

Level 5 ([29]–[35])

Responses at this level are characterised by a focus on analysis based on a detailed explanation of a wide range of points that account for all the main issues on both sides of the argument. There is consistent engagement with the question throughout and the evidence used clearly illuminates the points being made. The student demonstrates accurate, detailed and comprehensive knowledge and understanding of revolutionary and reformist socialism and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

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Section B

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**AVAILABLE
MARKS**