

Mark Scheme for 9PL0/02

UK Government and Non-core Political Ideas

EAMS

Guidelines for Marking Source Question

AO1 (10 marks)

Marks here relate to knowledge and understanding.

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

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

AO2 (10 marks)

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

AO3 (10 marks)

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

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

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

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

Other valid responses are acceptable

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
1(a)	<p>Agreement</p> <ul style="list-style-type: none"> • PMQs are farcical, with a rowdy and childish atmosphere with heckling and cheering. • The main exchange between the PM and the leader of the opposition only lasts around 10 minutes. • The leader of the opposition is only able to ask six questions. • PMs tend to waffle rather than answer the questions. <p>Disagreement</p> <ul style="list-style-type: none"> • PMs can be asked about any area of government policy. • PMQs do hold the PM accountable for the performance of the government on a regular basis. • PMs do not look forward to PMQs as they find it challenging. • PMQs are an important part of our 	<p>Agreement</p> <ul style="list-style-type: none"> • PMQ generates more ‘noise than light’ and is not a serious forum for getting reasoned answers from the PM. • The leader of the opposition does not have enough time to ask follow up questions in order to ensure the PM has addressed the question. • It is easy for the PM to avoid scrutiny due to the shortage of time and limited number of questions they answer. • Due to these limitations, it is almost impossible to get a straight answer from the PM at PMQs and this is not even expected. <p>Disagreement</p> <ul style="list-style-type: none"> • PMs need to have a command over the range of government policies. • PMQs make the PM accountable for government performance, on a regular basis. 	<p>Agreement</p> <ul style="list-style-type: none"> • PMQs is largely a waste of time and an ineffective way of holding the government to account. • It is too easy for the PM to avoid scrutiny given the limited time for questioning and the limited number of questions. • The theatrical nature of PMQs and the political point scoring means that PMs are not expected to focus on answering questions in a serious fashion. • Polls have suggested that the public are put off by the adversarial atmosphere of PMQs, and that it discourages political engagement. Jeremy Corbyn has tried to refocus PMQs questions, using suggestions from the public but this has had limited impact. <p>Disagreement</p> <ul style="list-style-type: none"> • PMQs is an effective way of holding the executive to account to parliament and the public across the range of

	parliamentary democracy.	<ul style="list-style-type: none"> PMs have to be able to respond quickly to a wide range of questions and this forces them to prepare carefully for PMQs. Reports from PMQs are often in the news and they form an important part of the scrutiny of government. 	<p>government policies.</p> <ul style="list-style-type: none"> PMs find PMQs challenging because they are put on the spot and they have to show that they have a good grasp of government politics – this shows the effectiveness of the format. PMQs is exciting, in contrast to many other western democracies with more sedate parliaments. This engages the public and that is why it features widely in news coverage. Therefore PMQs should be retained as show-casing the passion and the 'cut and thrust' of political parliamentary debate involved in holding the PM to account.
	<p>Points based on own knowledge: In support of scrapping PMQs:</p> <ul style="list-style-type: none"> Many MPs of the party of the PM often ask 'patsy questions' with no real challenge for the PM The episode is really there to score points for political parties than to provide real debate Few people watch these on TV or listen on the radio No major landmarks in parliamentary democracy has arisen, no PM lost their job as a result <p>In disagreement wishing to retain</p>	NO AO2 is rewarded if linked to new material from Own Knowledge	No AO3 is rewarded if linked to new material from Own Knowledge

	<p>PMQs:</p> <ul style="list-style-type: none"> • They provide a testing ground for PM and Leader of the Opposition • They enhance and support parliamentary sovereignty • They feature every week on TV • The PM like other Ministers must go before Parliament and the public has a chance to see them 		
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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).

		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
1(b)	<p>Agreement</p> <ul style="list-style-type: none"> • This judicial decision is wrong. • The government was within its rights to use the Royal Prerogative. • Judges should not be immune from criticism. • The government are trying to carry out the decision of the people following the referendum result. <p>Disagreement</p> <ul style="list-style-type: none"> • The judges were exercising their judicial independence. • The government were trying to by-pass parliament. • The judgement upheld parliamentary sovereignty. • The judges were upholding the rule of law. 	<p>Agreement</p> <ul style="list-style-type: none"> • Judges are wrong to interfere in such a politically charged and controversial issue. • The government was upholding important constitutional principles, the sovereignty of parliament, as well as the sovereignty of the people, following the referendum result. • The government, many MPs and much of the media felt that the judges were wrong in this case and were entitled to express this opinion. • Judges often criticise ministers when they rule that they have acted outside of the law and so they cannot expect to be free from criticism of their own judgements, especially controversial ones like this one. <p>Disagreement</p> <ul style="list-style-type: none"> • The judges were upholding their judicial independence which is an important element of our political system and contributes towards the 'separation of powers' in the UK. • Judges were upholding the sovereignty of parliament, which is an important constitutional principle, when they decided that <i>parliament</i> 	<p>Agreement</p> <ul style="list-style-type: none"> • The judges should not have opposed the government on such an important political issue as it undermines their political independence and neutrality. • This was an appropriate use of the Royal Prerogative as the people had voted in a referendum to leave the EU, after parliament had voted to call the referendum. • In a democracy it is legitimate for judges to be criticised if their judgements are seen to be wrong, as judges are not infallible. • In order to carry out the will of the people the government is within its rights to fast-track the Brexit process and unnecessary delays would disenchant votes from the political process which would not be good for democracy. <p>Disagreement</p> <ul style="list-style-type: none"> • The judges were right to ensure that the government acted within the law and this was an important example of judges putting limits on 'arbitrary government'.

		<p>should vote on Article 50, rather than it being triggered using the royal prerogative.</p> <ul style="list-style-type: none"> • The government were trying to bypass parliament and this was not appropriate, especially given the importance of the decision to leave the EU and the need for proper scrutiny of the process. • By interpreting the relevant legislation, the judges were upholding the rule of law, which is an important constitutional principle which limits the exercise of arbitrary power by the government or anyone else. 	<ul style="list-style-type: none"> • The use of the Royal Prerogative was not appropriate in this case as it would have deprived parliament of taking this important decision and of being able to scrutinise the process of leaving the EU. • It is important that judges are able to withstand popular opinion and the press and to make the right decision based on the facts before them and the legislation in place. This is a therefore a good example of the judiciary fulfilling their role. • It is better, for our democracy and freedom, to have an independent judiciary that may make unpopular decisions, than having a judiciary which will do the bidding of government or succumb to popular opinion.
	<p>Points based on own knowledge: Judges should not exercise control over the power of parliament:</p> <ul style="list-style-type: none"> • Judges are not elected therefore their power should be limited • Governments have to manage the country and follow majority verdicts judges should respect the task of the government • Judges are out of touch with reality and do not reflect popular public 	<p>No AO2 is rewarded if linked to new material from Own Knowledge</p>	<p>No AO3 is rewarded if linked to new material from Own Knowledge</p>

	<p>opinion</p> <ul style="list-style-type: none"> Judges have become too interventionist with the passing of the CRA 2005 and the establishment of the Supreme Court <p>Judges should exercise control over the power of parliament:</p> <ul style="list-style-type: none"> The UK is a liberal democracy and an independent active judiciary is essential As such the process is part of the normal 'checks and balances' as seen in other countries Checking Parliament is now part of the constitutional settlement which must follow after the CRA 2005 which created the Supreme Court The process simply makes parliament think again – and if parliament so desires it can simply pass a sovereign law which the Judges must comply with. 		
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> 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

		<p>concepts (AO2).</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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).

Guidelines for Marking Essay Question

AO1 (10 marks)

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

AO2 (10 marks)

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

AO3 (10 marks)

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

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

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

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

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

Other valid responses are acceptable

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
2(a)	Agreement <ul style="list-style-type: none"> A codified constitution would clarify powers between the different branches. 	Agreement <ul style="list-style-type: none"> A codified constitution would give greater clarity between the respective powers of the executive, parliament 	Agreement <ul style="list-style-type: none"> A codified constitution would provide more effective checks on arbitrary exercise of power by clarifying the

	<ul style="list-style-type: none"> • A codified constitution would protect rights. • A codified constitution would limit the powers of the executive. • A codified constitution would bring the UK in line with the majority of democracies. <p>Disagreement</p> <ul style="list-style-type: none"> • Our uncodified constitution is flexible. • There is no public demand to move to a codified constitution. • Our uncodified system limits the power of judges. • It has served the test of time and proved its effectiveness. 	<p>and legislature which is essential in a liberal democracy.</p> <ul style="list-style-type: none"> • A codified constitution would enable the rights of citizens to be made clearer and for there to be an agreed process for governments to follow should they want to amend these rights. • A codified constitution would make clear what the powers of the executive are, and how these are to be exercised, and constrained. • Introducing a codified system would bring the UK in line with the vast majority of democracies in the world. <p>Disagreement</p> <ul style="list-style-type: none"> • Our system has shown its flexibility by evolving over time, avoiding radical upheavals which many countries with codified systems have experienced. • There is no groundswell of opinion in favour of overhauling our current system by codifying it and so there is no need to do it. • Under our current system judges are not as powerful as in constitutional democracies such as the United States of America and this is appropriate as they are unelected and unaccountable. • Our uncodified constitution has served 	<p>limits of power of each branch.</p> <ul style="list-style-type: none"> • It would guarantee the protection of citizens' rights as these would be entrenched in the constitution and very difficult for a government to change. Therefore these rights would be better protected. • These factors would lead to much more effective checks on executive power, which would be limited both by a stronger parliament and by an independent judiciary, who would be empowered with interpreting the constitution. • The majority of western democracies have codified systems with a clear separation of powers. These work effectively in protecting rights and limiting government power and the UK would benefit from being brought into line with these systems. <p>Disagreement</p> <ul style="list-style-type: none"> • This flexibility has enabled us to have a more stable political system than many other codified democracies, such as France, which has had several different constitutions. This is a major advantage of our system. • The public are generally satisfied with
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		<p>the test of time and has shown itself to be effective, in restraining over mighty executive on the one hand, and in allowing governments to govern effectively and carry out their mandates on the other hand.</p>	<p>our current system and believe that it is unnecessary to go through any major process of reform - so this would be an unnecessary, time consuming and probably controversial process.</p> <ul style="list-style-type: none"> • Judges are unelected and unaccountable and so they should not be too powerful, or be in a position to frustrate elected and accountable politicians who are implementing democratic mandates. A key advantage of our system is to largely keep judges out of the political arena. • A major benefit of our current system is its effectiveness over time, managing to prevent dictatorship or radical change over centuries (during which the make-up of the country has changed significantly).
	<p>Candidates may refer to the following synoptic points:</p> <ul style="list-style-type: none"> • Creating a codified constitution will enhance the legitimacy and functions of democracy in the UK • A codified constitution may include a fairer electoral system for Westminster being adopted • An uncodified UK constitution fits in with the pragmatic views of traditional conservatives • A codified constitution will correlate with the views of liberals setting out both the limits of government and the rights of UK citizens 		

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> • 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 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	<ul style="list-style-type: none"> • 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 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	<ul style="list-style-type: none"> • 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 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	<ul style="list-style-type: none"> • 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 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	<ul style="list-style-type: none"> • 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

		<p>and cohesive synoptic points (AO1).</p> <ul style="list-style-type: none"> • 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).
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Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
2(b)	<p>Agreement</p> <ul style="list-style-type: none"> • There are two conventions, individual ministerial responsibility and collective responsibility. • Ministers rarely resign under the convention of individual responsibility. • Ministers have often broken collective responsibility. • The level of support or lack of support from the PM is a key factor. 	<p>Agreement</p> <ul style="list-style-type: none"> • Conventions are not hard and fast rules and can quite easily be ignored by ministers or prime ministers. • Ministers rarely resign under the convention of individual responsibility, especially over policy failure or mistakes of officials. They are more likely to resign over personal misconduct which is a relatively minor infraction. • Ministers have often broken collective responsibility by criticising government policy either openly or by hostile briefings. The convention was suspended during the EU referendum and the referendum on whether or not to retain FPTP for electing MPs. • The level of support or lack of support from the PM is a better guide to whether or not ministers abide by the conventions; as is the power and authority of the PM at any particular time. 	<p>Agreement</p> <ul style="list-style-type: none"> • These conventions are routinely ignored and whether or not ministers resign or are reshuffled is more to do with other factors. • The lack of examples of ministers resigning due to one of these conventions is clear evidence that to a large extent they have little direct impact on the actions of ministers. • The fact that collective responsibility has been suspended several times during referendum campaigns is further evidence that it is not a strong influence on the actions of ministers. • Overall then, it is the support or lack of support from the PM which determines the fate of a minister and this is a better guide to explaining the actions of ministers

	<p>Disagreement</p> <ul style="list-style-type: none"> • Ministers do resign under the conventions. • In the main, ministers do support government policy. • There are examples of ministers being sacked by the PM for breaking collective responsibility. • In general, then, the conventions do account for the actions of ministers. 	<p>Disagreement</p> <ul style="list-style-type: none"> • Ministers do resign under the convention of individual responsibility, especially for their misconduct. For example, Estelle Morris resigned as Education Secretary in 2002 over problems associated with the Curriculum 2000 A level reforms. • In the main, ministers do support government policy in public and examples of them straying from the scripts are newsworthy because they are uncommon. • There are examples of ministers resigning before speaking out, e.g. Robin Cook against and/or voting against government policy; or being sacked or reshuffled by the PM for doing so. • In general, then, ministers do largely abide by the conventions and there are expectations from the media, public and politicians that they will do so. 	<p>than the application of either convention.</p> <p>Disagreement</p> <ul style="list-style-type: none"> • Ministers are held to account for the performance of their departments and their own personal conduct and so this convention is a good way of accounting for the actions of ministers. • There is a clear expectation that ministers support government policy, or can expect to be sacked. The occasional suspension of the convention for e.g. national referendums shows the importance of collective responsibility outside of these rare occasions. • The examples of ministers resigning for breaking collective responsibility, or being either sacked or reshuffled by the PM show that PMs take this convention seriously and expects ministers to abide by it. • The fact that there is often an outcry in the media and parliament if a minister is seen to be breaking one or other of these conventions show that they do remain important in accounting for the actions of ministers.
<p>Candidates may refer to the following synoptic points:</p>			

	<ul style="list-style-type: none"> • Ministers who flaunt codes and conventions of ministerial accountability damage the process of democracy in the UK • The challenge to Ministers no longer arises from the traditional structures of Ministerial conventions but rather from the power of the media and opinion polls • Ministers only become vulnerable when they present a danger to the success of their own political party • Liberals would strongly advocate the demand for transparency to uphold liberal democracy
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> • 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 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	<ul style="list-style-type: none"> • 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 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	<ul style="list-style-type: none"> • 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 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	<ul style="list-style-type: none"> • 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 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	<ul style="list-style-type: none"> • 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 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).

Guidelines for Marking Political Ideas Questions (non –core)

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 *do not* 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 and use of other appropriate thinkers identified in the specification.

Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
3(a)	<p>Agreement</p> <ul style="list-style-type: none"> • Anarchists all oppose the continuation of the state in all of its forms. • Anarchists believe that anarchy, the absence of political authority in society, will create order. • Anarchists believe that human nature makes a future anarchist society possible. <p>Disagreement</p>	<p>Agreement</p> <ul style="list-style-type: none"> • All forms of anarchism, individualist and collectivist, support a future society which is stateless. • Anarchists believe that anarchy, the absence of political authority in society, will create order. • Anarchists believe that a future anarchist society is possible because it is based on our 'plastic' human nature. <p>Disagreement</p> <ul style="list-style-type: none"> • Collectivists emphasise the 	<p>Agreement</p> <ul style="list-style-type: none"> • The opposition to any kind of state authority in a future society is something fundamental that anarchists hold in common (and which differentiates them from other political ideologies) • Anarchists hold in common that there will be a 'natural' order in the absence of political authority. This differentiates them from other political ideologies, (apart from Marx's final stage of socialism which also envisions a stateless social order). • The belief that an anarchist society is possible because it is based on our plastic human nature is something fundamental which anarchists are agreed upon. <p>Disagreement</p>

	<ul style="list-style-type: none"> • Collectivist anarchists and individualist anarchists have significantly different conceptions about the nature of an anarchist society. • Anarchists disagree over the economic basis of a future anarchist society. • Anarchists disagree over the basis of social order in a future anarchist society. 	<p>importance of social solidarity and mutual bonds in a future society; individualist anarchists see society made up of individuals exercising their free will.</p> <ul style="list-style-type: none"> • Collectivist anarchists support a future society based on collective ownership; anarcho-capitalists support a future society based on private ownership. • Collectivist anarchists see a future society as based on altruism; individualist anarchists see it as based on egoism. 	<ul style="list-style-type: none"> • Although anarchists all believe a stateless society is possible, they disagree fundamentally on the nature of that society. • Collectivist anarchism is a form of ultra-socialism and individualist anarchism is a form of ultra-liberalism. This shows how fundamentally different their views on a future society are. • The two traditions could not have more different ideals of a future society with one based on mutual aid, collectivism and altruism and the other based on unconstrained individualism and egoism.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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).

		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 analysis of aspects of politics, with sustained, logical chains of reasoning 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	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
3(b)	<p>Agreement</p> <ul style="list-style-type: none"> • Anarchists oppose the state and all forms of political authority. • Anarchists support unrestricted 	<p>Agreement</p> <ul style="list-style-type: none"> • What distinguishes anarchists from other political traditions is their agreement that we can and should live without a state, or any other political authority. • Unlike liberals, anarchists support unrestricted freedom and they believe in the plasticity of human nature. 	<p>Agreement</p> <ul style="list-style-type: none"> • The shared belief that human society can and should exist without the controlling influence of a state is something fundamental that anarchists hold in common (and which differentiates them from other political ideologies). Therefore anarchism is more united than divided.

	<p>freedom.</p> <ul style="list-style-type: none"> Anarchists are anti-clerical. <p>Disagreement</p> <ul style="list-style-type: none"> There are very distinct anarchist traditions. Collective anarchists support common ownership; anarcho-capitalists support private ownership. Collectivist anarchists emphasise mutuality; individualist anarchists emphasise egoism. 	<ul style="list-style-type: none"> All anarchists are against religion because it is hierarchical and is based on a fundamental falsehood. <p>Disagreement</p> <ul style="list-style-type: none"> Anarchist traditions range from ultra-socialist to ultra-liberal. These are based on completely different ideological traditions. Collective anarchists support common ownership; while anarcho-capitalists support unrestrained free market capitalism. These are mutually opposing arrangements. Collectivist anarchists emphasise mutual bonds and altruism; individualist anarchists emphasise egoism. These are opposing perspectives. 	<ul style="list-style-type: none"> What distinguishes anarchists from other political traditions is their agreement that we should have unrestricted freedom in an anarchist society. This means that anarchism is more united than divided. Anarchists are anti-clerical and this distinguishes them from many other ideological traditions. This means that anarchism is more united than divided. <p>Disagreement</p> <ul style="list-style-type: none"> These anarchist traditions are fundamentally different and not reconcilable, in spite of their common hostility to the state. This means that anarchists are more divided than united The nature of the future anarchist society for collectivist anarchists is radically different than for individualist anarchists. They therefore are much more divided than united. The views of the different anarchist traditions are based on their contrasting views of human nature. Such a fundamental disagreement means anarchists are more divided than united
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 analysis of aspects of politics, with sustained, logical chains of reasoning 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	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
4(a)	<p>Agreement</p> <ul style="list-style-type: none"> Most ecologists do agree that the state has an important role in protecting the environment. The state is able to promote sustainability. States sign treaties which limit global emissions. 	<p>Agreement</p> <ul style="list-style-type: none"> For many ecologists, the state plays an important role in protecting the environment at the national level through regulations and legislation. Many ecologists view the state as essential to establishing a green tax and emissions framework which promotes sustainability, based on 'the polluter pays' principle. Many ecologists view the state as having a 	<p>Agreement</p> <ul style="list-style-type: none"> There is a broad consensus among most ecologists that the state has an important role in protecting the environment as it can represent the interests of society as a whole. It is only the state, either intervening with markets or via collective ownership that can ensure the environment is protected and this

	<p>Disagreement</p> <ul style="list-style-type: none"> • Eco-anarchists reject any role for the state. • 'Green capitalists' propose only a limited role for the state. • Deep greens reject the proposition that the state plays a role in protecting the environment. 	<p>key role, internationally through signing global treaties.</p> <p>Disagreement</p> <ul style="list-style-type: none"> • Eco-anarchists see political authority including the state as part of the 'problem' for the environment and support decentralised communities, without a central state authority. • 'Green capitalists' propose market based environmental solutions to environmental issues, believing that this is sufficient to protect the environment. This suggests a, much more limited role for the state. • Deep greens are eco-centric and argue for a paradigm shift in our relationship with the natural environment. They reject the view that the state has an important role in protecting the environment as part of an anthropocentric perspective. 	<p>supports the view that ecologists agree about the role of the state in protecting the environment.</p> <ul style="list-style-type: none"> • Ecologists have successfully argued for international co-operation and agreements between states which shows the importance of state action in protecting the environment. <p>Disagreement</p> <ul style="list-style-type: none"> • Eco-anarchists reject any role for the state, including for protecting the environment, and this shows the lack of agreement among ecologists on the role of the state. • 'Green capitalists' propose market based environmental solutions, with a more limited role for the state than many other ecologists, which shows the lack of agreement on the role of the state. • Deep greens are eco-centric and reject the proposition that states have a role in protecting the environment since they act for humanity's benefit rather than the environment's. This shows the lack of agreement among ecologists on the role of the state.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 analysis of aspects of politics, with sustained, logical chains of reasoning 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	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
4(b)	<p>Agreement</p> <ul style="list-style-type: none"> • Deep ecologists argue for a society without economic growth, or extremely limited economic growth. • Deep ecologists favour a society which puts nature on the same (or higher) level to humanity. • Shallow ecologists also disagree about the type of society they wish to create. <p>Disagreement</p> <ul style="list-style-type: none"> • Ecologists put concern for the 	<p>Agreement</p> <ul style="list-style-type: none"> • Deep ecologists wish to create a society where economic growth is frowned upon and where our impact on nature is minimalised. To achieve this would require a significant reduction in the world's population. • Deep ecologists are eco-centric and want to create a society in which the needs of nature are on a par with the needs of humanity. • There are wide disagreements between shallow ecologists on the type of society they wish to create, with, for example, some arguing for a regulated capitalist society, with others arguing for a collectivised economy with strong state intervention. <p>Disagreement</p>	<p>Agreement</p> <ul style="list-style-type: none"> • Most ecologists view the deep ecologist vision for society as unrealistic and unattainable. This shows that there are significant disagreements about type of society that ecologists wish to create. • While deep ecologists are eco-centric, most ecologists are anthropocentric. This leads to significant disagreement between ecologists over the type of society they wish to create. • There are wide disagreements between shallow ecologists on the type of society they wish to create and this shows that there are significant disagreements within shallow ecologist, too, on this issue. <p>Disagreement</p> <ul style="list-style-type: none"> • The fact that ecologists put

	<p>environment at the centre of their thinking.</p> <ul style="list-style-type: none"> • Ecologists stress a more holistic society. • Ecologists want societies which are less materialistic and consumerist. 	<ul style="list-style-type: none"> • Concern for the environment is at the core of the society that ecologists wish to create, whether this is achieved through regulation or more radical changes. • Many ecologists emphasise a more holistic approach to society where networks and relationships are important considerations when looking at how changes impact on society as a whole. This reflects a deeper understanding of interdependency. • Most ecologists want to create a society which is not based on relentless overproduction due to a culture of materialism and consumerism and where contentment is not based on possessions. 	<p>environmental concerns at the core of their vision for society shows that there is a level of agreement about the type of society they wish to create.</p> <ul style="list-style-type: none"> • Ecologists mostly reject a mechanistic approach to the type of society they wish to create, in favour of a deeper understanding of the interdependency of the different elements in society. This shows a level of agreement about the type of society they wish to create. • Ecologists generally agree that society should be significantly less materialistic and not based on consumerism and waste. This shows that ecologists largely agree on the type of society they wish to create.
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	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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).

		<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 analysis of aspects of politics, with sustained, logical chains of reasoning 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	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
5(a)	<p>Agreement</p> <ul style="list-style-type: none"> • Difference feminists believe that men and women have different natures. • They believe that gender distinctions are based on these differences. • They argue that women should not try to be like men, but should celebrate their differences and distinctiveness. <p>Disagreement</p> <ul style="list-style-type: none"> • Most feminists believe that humans are androgynous. • They believe that gender distinctions are social constructs. • They believe that once patriarchy has been overcome gender distinctions will become largely irrelevant. 	<p>Agreement</p> <ul style="list-style-type: none"> • Difference feminists do believe that men and women have different natures which are rooted in biology, cultural or material experience. • They believe that gender distinctions are based on these differences and so are not eradicable. • They argue that women should not try to be like men, but should celebrate their differences and distinctiveness. <p>Disagreement</p> <ul style="list-style-type: none"> • The vast majority of feminists, across the different traditions, believe that humans are androgynous or that gender distinctions are not based on human nature. • Therefore they believe that gender distinctions are social constructs which can and should be challenged in order to improve the position of women (and men) in society. • They believe that once women have been liberated, gender distinctions will become largely irrelevant and this will 	<p>Agreement</p> <ul style="list-style-type: none"> • Difference feminists are essentialists and so they do believe that men and women have different natures. • As they believe that gender distinctions are built on fundamental differences between men and women's natures they also believe that these cannot be changed. • Their argument that women should not try to be like men, but should celebrate their differences and distinctiveness is based on this belief that human nature is the root cause of gender distinction <p>Disagreement</p> <ul style="list-style-type: none"> • The vast majority of feminists reject the idea that gender distinctions are based on human nature and this is fundamental to feminist thinking. • The vast majority of feminists therefore challenge gender distinctions, which are based on patriarchal ideas and reflect the domination of women. • The vast majority of feminists believe that once women have been liberated, gender distinctions will become largely irrelevant and that a future society will therefore be

		show that they are not based on human nature.	androgynous.
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	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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,

		<p>drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 analysis of aspects of politics, with sustained, logical chains of reasoning 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	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
5(b)	<p>Agreement</p> <ul style="list-style-type: none"> • There are significant divisions within feminism between the different feminist traditions of the 'first' and 'second' wave. • Difference feminists reject many of the arguments of mainstream feminism. • So called 'post-feminists' or 'third wave feminists' have emphasised the diversity and differences between women. 	<p>Agreement</p> <ul style="list-style-type: none"> • So called 'second wave' feminists set out to address the limitations of liberal or feminism and went much further, as e.g. radical feminists argued the 'the personal is political' and for radical social change. • Difference feminists reject many of the arguments of mainstream feminism as they argue that gender distinctions are based on essential differences between men and women. • So called 'post-feminists' or 'third wave feminists' have emphasised the diversity and differences between women, e.g. racial differences, income disparities or the experience of women in the 	<p>Agreement</p> <ul style="list-style-type: none"> • There are significant divisions within feminism between the different feminist traditions of the 'first' and 'second' wave which shows that feminism is more divided than united. • Difference feminists reject many of the arguments of mainstream feminism which shows that feminism is very divided even on such core issues. • So called 'post-feminists' or 'third wave feminists' have emphasised the diversity and differences between women, e.g. racial differences which shows that

	<p>Disagreement</p> <ul style="list-style-type: none"> • Most feminists are united around the belief that women are unfairly disadvantaged. • Most feminists argue that this disadvantage can and should be overcome. • Most feminists therefore are united over their desire to advance the social position of women in society. 	<p>developing world.</p> <p>Disagreement</p> <ul style="list-style-type: none"> • The vast majority of feminists are united around the belief that women's equality is a just goal. • Most feminists argue that the unjust inequality for women can and should be overcome either through gradual reform in the public sphere or more radical change in both the public and the private sphere. • Most feminists therefore are united over their desire to advance the social position of women in society, even though they have divergent views on how best to do this. 	<p>feminism is more divided than united.</p> <p>Disagreement</p> <p>The vast majority of feminists are united around the core beliefs that women are unfairly disadvantaged as a result of their sex. This shows they are more united than divided.</p> <ul style="list-style-type: none"> • The vast majority of feminists are united around the belief that women's equality is a realisable goal as gender distinctions are social constructs which can be challenged and overcome. • Therefore the vast majority of feminists are more united than divided in their belief that social reform, either evolutionary or revolutionary, will lead to a more just and equal society for women (and men).
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political concepts, theories and issues,

		<p>some of which are selected appropriately in order to underpin analysis and evaluation (AO1).</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 analysis of aspects of politics, with sustained, logical chains of reasoning 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	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
6(a)	<p>Agreement</p> <ul style="list-style-type: none"> • Multiculturalism is based on recognising divisions in society and so it does promote these divisions. • Multiculturalism rejects the unity in society that for example organic conservatives promote. • A criticism of multiculturalism is that it can even lead to ghettoization. <p>Disagreement</p> <ul style="list-style-type: none"> • Multiculturalism supports the view that the best way of addressing sub cultural divisions in society is to promote equal status and respect. • Multiculturalism supports the view that divisions in society become less significant when one group does not attempt to impose its culture on another. • Multiculturalism is compatible with unity in society through civic nationalism. 	<p>Agreement</p> <ul style="list-style-type: none"> • Multiculturalism recognises, celebrates and therefore promotes divisions within sub cultures in society, arguing that these enrich society as a whole. • Multiculturalists explicitly reject the unity that they argue conservatives, many nationalists and assimilationists attempt to impose on all groups in society. • Multiculturalism has been criticised for promoting separation and ghettoization in which some groups in society become concentrated in geographical areas. <p>Disagreement</p> <ul style="list-style-type: none"> • Multiculturalists do not create divisions in society, but recognise that they already exist. They argue that their approach leads to a more profound sense of unity in society. • Multiculturalism supports the view that when a dominant group in society attempts to impose its views on the whole of society, this leads to oppression and discrimination, which in turn increases social divisions. They want to avoid this. • Multiculturalism is compatible with 	<p>Agreement</p> <ul style="list-style-type: none"> • Multiculturalism does therefore promote divisions within society, at the expense of a greater sense of unity. • Multiculturalism actively promotes divisions between different sub cultures, arguing that this is an essential authentication of their equal worth. • Multiculturalism, in practice, has encouraged increasing divisions and separation of groups that have in turn become or continue to be ghettoised. <p>Disagreement</p> <ul style="list-style-type: none"> • Multiculturalism does not promote divisions within society as such, but is the basis for a more profound unity in society, while acknowledging and respecting difference. • Multiculturalism rejects the imposition of a dominant view on society as inherently unjust and divisive. This multiculturalist approach reduces discrimination and, in turn, reduces divisions in

		civic nationalism and promotes diversity within unified societies, as a basis for reducing the significance of divisions in society.	society. <ul style="list-style-type: none"> • Multiculturalism's support for civic nationalism means that it plays a positive role in providing a basis for unity, in already very diverse societies. This can strengthen societies and help to avoid their break up or permanent fragmentation.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 analysis of aspects of politics, with sustained, logical chains of reasoning 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	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
6(b)	<p>Agreement</p> <ul style="list-style-type: none"> • Liberal multiculturalists would not tolerate practices that are themselves intolerant. • Value pluralists argue that illiberal practices and beliefs have an equal standing with liberal ones. • Particularist multiculturalists are intolerant of western values. 	<p>Agreement</p> <ul style="list-style-type: none"> • Liberal multiculturalists are liberals first and foremost and this means that they set limits to what should or should not be tolerated for example they would not tolerate practices that are themselves intolerant or oppressive, such as FGM. • Value pluralists go beyond tolerance and argue that illiberal practices and beliefs have an equal standing with liberal ones rejecting the idea that we can make judgements about them. • Particularist multiculturalists reject the 	<p>Agreement</p> <ul style="list-style-type: none"> • It is clear that multiculturalist do disagree over the limits of tolerance, with liberal multiculturalists rejecting views and practices which are no in line with liberal beliefs. • Value pluralists argue that illiberal practices and beliefs have an equal standing with liberal ones which means they disagree with liberal multiculturalists over the limits of tolerance. • Particularist multiculturalists are

	<p>Disagreement</p> <ul style="list-style-type: none"> • Liberal multiculturalists support tolerance between different sub cultures. • Multiculturalists reject the imposition of a dominant culture across the whole of society. • Multiculturalists recognise that this means supporting people's rights to behave in ways that they may disapprove of. 	<p>corrupting nature of western culture, values and lifestyle and they are therefore intolerant of these values.</p> <p>Disagreement</p> <ul style="list-style-type: none"> • Multiculturalists all support either tolerance, or the positive embracing, of different cultures in societies. • Multiculturalists reject the view that a single dominant and privileged culture should be imposed across society, for instance that newly arriving groups should be forced to assimilate. • Multiculturalists believe that it is important to support people's rights to behave in ways that they see fit as this is an essential element of a free society. There is no objective way to judge these values and practices against each other so they all have validity. 	<p>intolerant of western culture and these values which are upheld by liberal multiculturalists. This shows they disagree over the limits of tolerance.</p> <p>Disagreement</p> <ul style="list-style-type: none"> • There is a broad agreement among multiculturalists that we should at the very least be tolerant to a wide range of different cultural beliefs and practices. • Multiculturalists are in agreement that we should reject the intolerant attitudes associated with a dominant culture. • Multiculturalists broadly agree that tolerance is essential in order to create a unity, in complex societies, that springs from mutual respect for different beliefs and practices.
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	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 analysis of aspects of politics, with sustained, logical chains of reasoning 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	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
7(a)	<p>Agreement</p> <ul style="list-style-type: none"> • Most nationalists agree that nations are groups of people bound together by shared values and experience. • Most nationalists agree that a common language is an important element of national identity. • Most nationalists agree that nations are psycho-political entities. <p>Disagreement</p> <ul style="list-style-type: none"> • Liberal nationalists view the 'nation' as a sovereign political unit. • Cultural nationalists view the 'nation' in terms of a distinctive civilisation. 	<p>Agreement</p> <ul style="list-style-type: none"> • Most nationalists, despite their differences, share the view that nations are groups of people bound together by shared values, traditions and history which develop a sense of unity and common destiny. • Most nationalists agree that a common language is an important element of national identity and nationhood, although not an exclusive one as different nations may share a common language. • Most nationalists agree that nations are psycho-political entities, in which members regard themselves as a natural political community and from which members develop feelings of patriotism. <p>Disagreement</p> <ul style="list-style-type: none"> • Liberal nationalists view the nation as a natural political unit which is entitled to liberty and self-determination. This is an inclusive view of what forms a nation. • On the other hand, cultural nationalists view the 'nation' in terms of a distinctive civilisation rather than in political terms and tend towards a mystical or romantic view of the 'nation'. This is a more exclusive 	<p>Agreement</p> <ul style="list-style-type: none"> • This view that shared values, experience and history are essential to what forms a nation supports the view that most nationalists do have a common understanding of what forms a nation. • A shared view among nationalists of the importance of a common language for what forms a nation shows that nationalists do have a common understanding. • Most nationalists support the view that nations are formed from psycho-political entities and this therefore supports the view that nationalists do have a common understanding of what forms a nation. <p>Disagreement</p> <ul style="list-style-type: none"> • The liberal nationalist view of what forms a nation is very different from the view of other nationalisms, which shows that there is not a common understanding of what forms a nation. • The cultural nationalist view of what forms the 'nation' is a more

	<ul style="list-style-type: none"> Expansionist nationalists often view the 'nation' in ethno-cultural or even racist terms. 	<p>understanding of what forms a nation.</p> <ul style="list-style-type: none"> Expansionist nationalists often view the 'nation' in ethno-cultural or even racist terms such as the German 'Volk', which is an even more exclusive understanding of what forms a nation. 	<p>exclusive one than the liberal nationalist view which shows there is not a common understanding.</p> <ul style="list-style-type: none"> The expansionist nationalist view of what forms a nation is often based on ethno-cultural or even racial factors. This is so significantly different from other forms of nationalism that it shows there is not a common understanding among nationalists.
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	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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).

		<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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).
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Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
7(b)	<p>Agreement</p> <ul style="list-style-type: none"> • For nationalists the patriotic bonds that bind us together within nations are inclusive. • Liberal nationalism is a particularly inclusive form of nationalism. 	<p>Agreement</p> <ul style="list-style-type: none"> • Nationalism binds people together through patriotism and these bonds are more significant than divisions between us, such as social class. • Liberal nationalism promotes a political nationalism which is open to 	<p>Agreement</p> <ul style="list-style-type: none"> • Nationalism is by its very nature inclusive as patriotism binds people together in national unity and so it does promote inclusive societies. • Liberal nationalism is inclusive, on a national level and an

	<ul style="list-style-type: none"> • Conservative and cultural nationalism is inclusive, uniting people around shared values and traditions. <p>Disagreement</p> <ul style="list-style-type: none"> • Nationalism promotes national unity through emphasising differences between different nations. • Conservative and cultural nationalism are not inclusive towards groups that do not share their values and traditions. • Expansionist nationalism is not inclusive, often viewing some groups or nations as inferior. 	<p>all so it is particularly inclusive. It also promotes a world of independent nation states which respect each other's sovereignty.</p> <ul style="list-style-type: none"> • Conservative and cultural nationalism can be viewed as inclusive, as they promote a society united around shared values and traditions. <p>Disagreement</p> <ul style="list-style-type: none"> • Nationalism binds people together on the basis of their differences to other nations, and their distinctiveness so this does not promote inclusive societies. • Patriotism is only inclusive if people 'fit in' with the prevailing national culture and this may exclude e.g. newcomers who wish to retain their own distinctive cultures. • Expansionist nationalism generates a very exclusive form of patriotism which is often triumphant and claims superiority over other groups or nations. This is not an inclusive form of nationalism. 	<p>international level and thus promotes tolerant and inclusive societies.</p> <ul style="list-style-type: none"> • Conservative and cultural nationalism can also be viewed as inclusive, promoting a society united around shared values and traditions. <p>Disagreement</p> <ul style="list-style-type: none"> • As nationalism emphasises differences with other nations it does not promote inclusive societies. • Conservative and cultural nationalists promote a more exclusive type of national identity and this is not inclusive and does not promote inclusive societies. • Expansionist nationalism, in particular, creates significant divisions within and between nations and therefore does not promote inclusive societies.
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