

# Mark Scheme (Results)

Summer 2012

GCE Government & Politics  
UK Political Ideologies  
6GP03 3B

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Summer 2012

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<b>No. 1</b>	<b>Distinguish between negative freedom and positive freedom</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Negative freedom is the absence of external restrictions or constraints on the individual, allowing freedom of choice or protecting the private sphere from public intrusions. Supporters of negative freedom typically believe that the principal threats to freedom stem from law (and therefore government) and physical constraint.</p> <p>Positive freedom, by contrast, refers either to self-mastery or self-realisation, in the latter case it is linked to the achievement of autonomy and the development of human capacities. From the perspective of positive freedom, freedom is typically constrained by social disadvantages and injustices that prevent individuals from realising their true potential.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited knowledge of negative freedom</li> <li>• Limited knowledge of positive freedom</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear explanation of negative freedom</li> <li>• Clear explanation of positive freedom</li> <li>• Concepts defined not simply by reference to implications for the state</li> </ul>	
<b>LEVELS</b>	<b>DESCRIPTORS</b>
<p><b>Level 3</b> <b>(11-15 marks)</b></p>	<ul style="list-style-type: none"> <li>• Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Good or better ability to analyse and explain political information, arguments and explanations.</li> <li>• Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><b>Level 2</b> <b>(6-10 marks)</b></p>	<ul style="list-style-type: none"> <li>• Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Sound ability to analyse and explain political information, arguments and explanations.</li> <li>• Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>

<p><b>Level 1</b> <b>(0-5 marks)</b></p>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Poor ability to analyse and explain political information, arguments and explanations.</li> <li>• Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li> </ul>
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<b>No. 2</b>	<b>Explain the link between anarchism and utopianism</b>
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**Indicative content (*this is not an exhaustive account of relevant points*)**

Utopianism can either refer to a style of political theorising that develops a critique of the existing order by constructing a positive model of a perfect alternative, or to deluded or fanciful thinking.

Anarchism is linked to a positive model of utopianism in that anarchists have a highly optimistic view of human nature and so believe that the future anarchist society will be perfect in a number of basic respects - it will be characterised by unrestricted freedom, absolute equality, peace and social harmony, and so on. A stateless society is therefore an ideal society. Critics nevertheless argue that anarchism is linked to utopianism in the sense that its view of human nature is unrealistic and its goal of a stateless yet harmonious society is unachievable.

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

- Accurate, if possibly implicit, awareness of the nature of utopianism
- Limited knowledge of at least one link between anarchism and utopianism, in either its positive or negative sense

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

- Clear, and probably explicit, understanding of the nature of utopianism
- Clear explanation of the link between anarchism and utopianism, including the positive notion of utopianism

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

<p><b>No. 3</b></p>	<p><b>Why have some socialists advocated revolution rather than reform?</b></p>
<p><b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b></p>	
<p>Revolution refers to a fundamental and irreversible change, typically brought about through the exercise of force. Reform, on the other hand, refers to gradual, piecemeal improvements, brought about peacefully through the existing constitutional structure.</p> <p>Socialists have advocated revolution rather than reform for a number of reasons, including the following.</p> <ul style="list-style-type: none"> <li>• Before the advent of political democracy, the working masses did not have the opportunity to advance socialism through reformist and constitutional measures, leaving revolution as the only means of achieving socialism.</li> <li>• Revolution has the advantage that it promises a root-and-branch transformation of capitalism, and therefore has sometimes (but not always) been attractive to fundamentalist socialists, such as Marxists.</li> <li>• For many revolutionary socialists, reformism is impossible because it suggests that socialism can be brought about through a legal and political structure that is fundamentally biased in favour of capitalism and therefore against socialism. Marxists explain this in terms of base/superstructure analysis.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Accurate, if probably implicit, awareness of the nature of revolution</li> <li>• Limited knowledge of at least one socialist argument in favour of revolution</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear, and probably explicit, understanding of the nature of revolution</li> <li>• Clear explanation of at least two socialist arguments in favour of revolution</li> </ul>	
<p><b>LEVELS</b></p>	<p><b>DESCRIPTORS</b></p>
<p><b>Level 3</b> <b>(11-15 marks)</b></p>	<ul style="list-style-type: none"> <li>• Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Good or better ability to analyse and explain political information, arguments and explanations.</li> <li>• Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>

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

<p><b>No. 4</b></p>	<p><b>Explain the implications of the conservative belief in an ‘organic society’.</b></p>
<p><b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b></p>	
<p>Conservative have held that society has an 'organic' character, in the sense that it exhibits features that are normally associated with living organisms - human beings or plants. In this view, societies are complex networks of relationships that ultimately exist to maintain the whole, the whole being more important than its individual parts. In that sense, society differs from a machine, which is merely a collection of parts.</p> <p>The conservative notion of an organic society has a variety of implications, including the following:</p> <ul style="list-style-type: none"> <li>• It implies that change, particularly radical change, is undesirable, as it misguidedly treats society as if it were a machine whose parts can be assembled and reassembled, recast and reformed, in the hope of improving its workings.</li> <li>• It supports a ‘communitarian’ tendency within traditional conservatism that stresses the importance of social duty and obligation, and is linked to the One Nation tradition</li> <li>• The health of an organic society is upheld by attempts to strengthen the ‘fabric’ of society, in line with a functionalist view of social institutions and structures. Such thinking has encouraged conservatives to support a variety of policies and practices. Examples would include: <ul style="list-style-type: none"> <li>○ upholding established institutions,</li> <li>○ supporting traditional values and a common culture,</li> <li>○ strengthening authority and social discipline</li> </ul> </li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Accurate, if possibly implicit, awareness of the nature of an organic society</li> <li>• Limited knowledge of at least one implication of the conservative belief in an organic society</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear and explicit understanding of the nature of an organic society</li> <li>• Clear explanation of at least two implications of the conservative belief in an organic society</li> </ul>	



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

<b>No. 5</b>	<b>How and why has anarchism been associated with collectivism?</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Collectivism is, broadly, the belief that collective human action is morally and economically superior to individual self-striving. Anarchism has been associated with collectivism through the collectivist anarchist tradition, sometimes called social anarchism. This 'classical' anarchist tradition has philosophical and ideological overlaps with socialism, and is expressed, variously, in the ideas of mutualism, anarcho-syndicalism and anarcho-communism.</p> <p>Anarchism has been associated with collectivism because anarchist conclusions can be reached by pushing socialist collectivism to its limits. As collectivism implies that human beings are social animals, better suited to working together for the common good than to striving for individual betterment, the natural and proper relationship between them is one of sympathy, affection and harmony. Order and social stability therefore arise spontaneously 'from below'; they do not need to be imposed 'from above' by law, government and the state. The state is therefore unnecessary and, because it imposes 'political' order rather than 'natural' order, it is also evil.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"><li>• Accurate, if probably implicit, awareness of the nature of collectivism</li><li>• Some awareness of the collectivist anarchist tradition</li><li>• Limited knowledge of why collectivism can sustain statelessness</li></ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"><li>• Clear, and probably explicit, understanding of the nature of collectivism</li><li>• Clear understanding of the collectivist anarchist tradition</li><li>• Clear explanation of why collectivism can sustain statelessness</li></ul>	

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

<p><b>No. 6</b></p>	<p><b>Conservatism merely reflects the interests of the privileged and prosperous.’ Discuss.</b></p>
<p><b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b></p>	
<p>Conservatism has often been criticised as an ideology of the privileged and prosperous, although its supporters have strenuously denied this. Critics have linked conservatism to the interests of the privileged and the prosperous in a number of ways, including the following. By extolling the virtues of tradition and arguing against change, conservatives uphold the interests of traditional elites. Similarly, they have upheld the importance of authority and argued that societies are naturally hierarchical, hierarchy supposedly working to the benefit of all as everyone knows their 'station in life'. One Nation conservatism has been criticised for perpetrating a form of enlightened self-interest, in that it only advocates reform in order to prevent the possibility of social revolution. New Right conservatism has also been associated with the interests of the privileged and prosperous, in that free-market economics legitimises social inequality, providing opportunities (through tax cuts and deregulation) for the rich to get richer, while the poor (through spending cuts and the 'rolling back' of welfare) get poorer.</p> <p>However, conservatives roundly reject these accusations. Supporters of One Nation conservatism argue that it attends to the interests of all groups in society, but particularly the poor and less well-off. It does this through emphasising paternalism and social duty, especially the obligation of the prosperous and privileged to care for the less fortunate. New Right conservatives argue that, being based on a belief in individualism and strict meritocracy, their ideas are orientated around all members of society and not merely the prosperous or privileged. In this view, free-market economics provides opportunities not merely for the rich to get richer but the for the poor to become less poor, as everyone benefits from the increased vigour, dynamism and efficiency of the market economy. Similarly, all members of society benefit from the maintenance of order and a tough approach to crime.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited knowledge of relevant criticisms of conservatism</li> <li>• Limited knowledge of relevant defences of conservatism</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear explanation of relevant criticisms of conservatism</li> <li>• Clear explanation of relevant defences of conservatism</li> <li>• Awareness of the relevance of conservative sub-traditions to either or both criticisms or defences</li> </ul>	

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

AO3	Communication and coherence
<b>Level 3</b> <b>(7-9 marks)</b>	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<b>Level 2</b> <b>(4-6 marks)</b>	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<b>Level 1</b> <b>(0-3 marks)</b>	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

<p><b>No. 7</b></p>	<p><b>To what extent have socialists favoured the common ownership of wealth?</b></p>
<p><b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b></p>	
<p>Socialism has traditionally been associated with the goal of the common ownership of wealth. However, the extent to which this is true varies in different forms of socialism. Fundamentalist socialists practise the 'politics of ownership', in the sense that they are profoundly critical of private property and their model of socialism is grounded in a belief in common ownership. They criticise private property because it is unjust, because it breeds acquisitiveness and so is morally corrupting, and because it fosters conflict in society, particularly between property owners and the propertyless. This has encouraged fundamentalist socialists such as Marxists, to call for the abolition of private property, common ownership having the advantage that it ensures fairness (through, potentially, absolute social equality) and fosters fraternity and social solidarity. Such thinking clearly influenced twentieth-century communists, encouraging them to construct centrally planned economies based on state collectivisation.</p> <p>However, revisionist socialists or social democrats have placed much less emphasis on common ownership. Where they have supported common ownership it has been in the more limited and specific form of nationalisation, usually focused on the so-called 'commanding heights' of the economy (major industries such as coal, steel, electricity and gas). This led to the construction of mixed economies rather than state collectivisation. Moreover, social democrats increasingly distance themselves from the 'politics of ownership', embracing instead the 'politics of social justice', in which socialism is defined by the narrowing of social inequality within a still largely privately-owned economy. So-called neo-revisionists since the 1980s have taken this trend even further, at times supporting privatisation and regarding questions of ownership as of no significance.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Awareness of the nature of common ownership</li> <li>• Limited knowledge of socialist arguments in favour of common ownership</li> <li>• Limited knowledge of socialist reservations about wholesale common ownership</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear explanation of socialist arguments in favour of common ownership</li> <li>• Clear explanation of socialist reservations about wholesale common ownership</li> <li>• Ability to evaluate the significance these contrasting positions within socialism</li> </ul>	

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



AO3	Communication and coherence
<b>Level 3</b> <b>(7-9 marks)</b>	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<b>Level 2</b> <b>(4-6 marks)</b>	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<b>Level 1</b> <b>(0-3 marks)</b>	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

<b>No. 8</b>	<b>‘Liberalism is defined by the desire to minimise the role of the state.’ Discuss.</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Liberalism is deeply divided over the role for the state. Classical liberals believe that the state is at best a necessary evil and should therefore fulfil only a minimal role. This means that the state should merely lay down the conditions for orderly existence and leave other issues in the hands of private individuals and businesses. The minimal state should thus maintain social order, enforce contracts and provide defence against external attack, but it should not interfere in economic and social life. Such thinking is underpinned by strong support for individual responsibility and free-market economics.</p> <p>However, modern liberals believe in an enabling state rather than a minimal state. This state should intervene in both social and economic life. Modern liberals thus defend welfare and redistribution on the basis of equality of opportunity, arguing that if individuals and groups are disadvantaged by their social circumstances, the state has a social responsibility to reduce or remove these disadvantages. Similarly, modern liberals have supported economic management on Keynesian grounds, arguing that the image of a self-regulating free market is a myth, and that only government intervention can ensure that market economies deliver sustainable growth and keep unemployment low. Nevertheless, modern liberals also recognise the need to limit social and economic intervention. They believe that the state should help individuals to help themselves and that although economic management may be necessary, the economy should basically operate according to market principles.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"><li>• Limited knowledge of classical liberal arguments in favour of a minimal state</li><li>• Limited knowledge of modern liberal arguments in favour of state intervention</li></ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"><li>• Clear explanation of classical liberal arguments in favour of a minimal state</li><li>• Clear explanation of modern liberal arguments in favour of state intervention</li><li>• Ability to evaluate the significance of these positions within liberalism</li></ul>	

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

AO3	Communication and coherence
<b>Level 3</b> <b>(7-9 marks)</b>	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<b>Level 2</b> <b>(4-6 marks)</b>	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<b>Level 1</b> <b>(0-3 marks)</b>	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

## SUMMARY A2 MARKING GRIDS

*These grids should be used in conjunction with the fuller Level descriptors.*

### PART A - SHORT QUESTIONS (15 marks)

<b>Level 3</b>	Excellent	15
	Very good	13-14
	Good	11-12
<b>Level 2</b>	Sound	10
	Basic	8-9
	Limited	6-7
<b>Level 1</b>	Weak	4-5
	Poor	2-3
	Very poor	0-1

### PART B – ESSAY QUESTIONS (45 marks)

<b><i>AO1 / AO2 / Synopticity</i></b>	
<b>Level 3</b> (Good to excellent)	9-12
<b>Level 2</b> (Limited to sound)	5-8
<b>Level 1</b> (Very poor to weak)	0-4

<b>AO3</b>	
<b>...Level 3</b> (good to excellent)	7-9
<b>...Level 2</b> (Limited to sound)	4-6
<b>...Level 1</b> (Very poor to weak)	0-3

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