

# Mark Scheme (Results)

January 2013

GCE Government and Politics (6GP04)  
Paper 4B Ideological Traditions

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
  - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

<b>No. 1</b>	<b>Explain the link between multiculturalism and liberalism.</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Multiculturalism has been linked to liberalism because liberal ideas and theories have provided a strong basis for endorsing cultural diversity. This is evident in a number of ways, including the following:</p> <ul style="list-style-type: none"> <li>• Liberals have supported toleration on the grounds that it benefits the individuals and society, inclining liberals to show respect for views and practices of which they may disapprove.</li> <li>• Liberals believe that the state should be neutral in relation to 'the good', in the sense that the state should not intrude into a realm of moral decision-making that properly belongs to the private individuals and groups.</li> <li>• Liberal democracy provides the most reliable basis for political harmony within culturally divided societies.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Awareness, if possibly implicit, of the nature of multiculturalism</li> <li>• Limited knowledge of at least one link between liberalism and multiculturalism</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear understanding of the nature of multiculturalism</li> <li>• Clear explanation of at least two links between liberalism and multiculturalism</li> </ul>	
<b>LEVELS</b>	<b>DESCRIPTORS</b>
<p><b>Level 3</b> <b>(11-15 marks)</b></p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• 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>	<p>Limited to sound:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• 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>	<p>Very poor to weak:</p> <ul style="list-style-type: none"><li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li><li>• ability to analyse and explain political information, arguments and explanations.</li><li>• 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>Define patriarchy, and explain its importance to feminist analysis.</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Patriarchy refers to the domination of men and the subordination of women in society at large, reflecting the rule of the husband-father within the conventional family. It is a concept that plays a particularly important role within radical feminism, where it highlights the pervasive, systematic and institutionalised power relationship between women and men. As it implies parallels between the patriarchal family and patriarchy in the larger society, patriarchy suggests that female emancipation requires not merely more equal access for women to the public sphere, but also a radical restructuring of the private sphere and of culture in general. For socialist feminists, patriarchy and capitalism are interlocking systems of oppression.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited knowledge of the nature of patriarchy</li> <li>• Limited knowledge of the role that patriarchy plays in feminist analysis</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear understanding of the nature of patriarchy</li> <li>• Clear explanation of the role that patriarchy plays in feminist analysis</li> </ul>	
<b>LEVELS</b>	<b>DESCRIPTORS</b>
<p><b>Level 3</b> <b>(11-15 marks)</b></p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• 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>	<p>Limited to sound:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>

<p><b><i>Level 1</i></b> <b>(0-5 marks)</b></p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"><li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li><li>• ability to analyse and explain political information, arguments and explanations.</li><li>• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li></ul>
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<b>No. 3</b>	<b>How and why have nationalists viewed the nation-state as a political ideal?</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Nationalists have viewed the nation-state as a political ideal in the sense that a key nationalist goal, especially in the case of liberal nationalists, has been to construct a world of independent nation-states. For nationalists, the nation-state has a range of unique advantages, including the following:</p> <ul style="list-style-type: none"> <li>• It is a vehicle for advancing political freedom, in the sense that sovereign statehood allows nations to decide their own destiny, safe from external influence.</li> <li>• It promises stability, as, within a nation-state, political and cultural identity overlap.</li> <li>• A world of nation-states offers the prospect of peace and international order, as, because of cultural similarities and other factors, nation-states do not go to war with one another.</li> </ul> <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 the nation-state</li> <li>• Limited knowledge of at least one way in which nation-state is viewed as a political ideal</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear understanding of the nature of the nation-state</li> <li>• Clear explanation of at least two ways in which the nation-state is viewed as a political ideal</li> </ul>	
<b>LEVELS</b>	<b>DESCRIPTORS</b>
<b>Level 3 (11-15 marks)</b>	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<b>Level 2 (6-10)</b>	<p>Limited to sound:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> </ul>

<b>marks)</b>	<ul style="list-style-type: none"> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<b>Level 1 (0-5 marks)</b>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li> </ul>

<b>No. 4</b>	<b>Explain the key ideas of eco-feminism.</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Eco-feminism is one of the major schools of environment thought. Its key ideas include the following:</p> <ul style="list-style-type: none"> <li>• Environmental degradation is explained in terms of male domination, men having domination over both women and nature.</li> <li>• Eco-feminist thinking is usually based on a belief in profound, and possibly biological, differences between women and men, women being naturally close to nature and being drawn towards relationships characterised by nurturing, caring and compassion, while men are creatures of culture and cold reason, being also competitive and inclined to control and domination.</li> <li>• Eco-feminists suggest that environmental degradation is best addressed by the withdrawal of women from inherently corrupt patriarchal societies and construction of matriarchal alternatives.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited knowledge of at least one key idea of eco-feminism</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 at least two ideas of eco-feminism</li> </ul>	
<b>LEVELS</b>	<b>DESCRIPTORS</b>
<p><b>Level 3</b> <b>(11-15 marks)</b></p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• 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>	<p>Limited to sound:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> </ul>

	<ul style="list-style-type: none"><li>• 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>	Very poor to weak: <ul style="list-style-type: none"><li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li><li>• ability to analyse and explain political information, arguments and explanations.</li><li>• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li></ul>

<b>No. 5</b>	<b>On what grounds have multiculturalists defended diversity?</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Multiculturalists have defended cultural diversity on a number of grounds. These include the following:</p> <ul style="list-style-type: none"> <li>• Diversity provides the basis for cultural recognition, allowing people’s cultural values and practices to be respected and giving them a stronger and clearer sense of who they are.</li> <li>• It can be an expression of freedom, especially when it is linked to the idea of minority rights.</li> <li>• It can be defended on the grounds that it advancing social justice and enables marginalised groups and peoples to counteract subordination.</li> <li>• It upholds political unity, in the sense that in affording people from different backgrounds a political voice, it encourages them to participate more fully in their society.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited knowledge of at least way in which multiculturalists defend diversity</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 at least two ways in which multiculturalists defend diversity</li> </ul>	
<b>LEVELS</b>	<b>DESCRIPTORS</b>
<p><b>Level 3</b> <b>(11-15 marks)</b></p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• 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>	<p>Limited to sound:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• 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>	<p>Very poor to weak:</p> <ul style="list-style-type: none"><li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li><li>• ability to analyse and explain political information, arguments and explanations.</li><li>• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li></ul>
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<b>No. 6</b>	<b>'Feminism is characterised more by disagreement than by agreement.' Discuss.</b>
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**Indicative content (*this is not an exhaustive account of relevant points*)**

Feminism is based on two key ideas that unite feminists from all traditions and schools. The first of these is that women are disadvantaged as a result of their sex, and the second is that this disadvantage can and should be overthrown. The core theme of feminism is therefore a desire to advance the social role of women, and all feminists give it their support.

However, many would argue that feminism is characterised by deep divisions, and that these have become more significant over time. First, and most importantly, there are significant differences between the three key feminist traditions: liberal feminism, socialist feminism and radical feminism. Each offers a different account of the nature and origins of female subordination and each suggests a different strategy for how it can be countered. The transition from liberal to radical thinking is often seen to highlight differences between 'first-wave' and 'second-wave' feminism. Second, a divide has opened up between equality feminists, who struggle for some form of gender equality, and difference feminists, who believe that there are deeper and perhaps ineradicable differences between women and men. Finally, a range of new feminist traditions have developed since the 1980s, including black feminism and postmodern feminism. These are sometimes seen as examples of 'third-wave' feminism.

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

- Limited knowledge of common themes within feminism
- Limited knowledge of disagreements within feminism

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

- Clear explanation of similarities within feminism
- Clear explanation of disagreement within feminism, and of their extent

<b>A01</b>	<b>Knowledge and understanding</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 2 (5-8 marks)</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<b>Level 1 (0-4 marks)</b>	Very poor to weak 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 to excellent ability to analyse and evaluate political information, arguments and explanations
<b>Level 2 (5-8 marks)</b>	Limited or sound ability to analyse and evaluate political information, arguments and explanations
<b>Level 1 (0-4 marks)</b>	Very poor to weak 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 to excellent 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>	Limited to 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>	Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions
<b>A03</b>	<b>Communication and coherence</b>
<b>Level 3 (7-9 marks)</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<b>Level 2 (4-6 marks)</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<b>Level 1 (0-3 marks)</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary



<b>No. 7</b>	<b>To what extent is nationalism a forward-looking doctrine?</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Forward-looking doctrines look to the future, seeking to bring about progress in the sense of improving living conditions and circumstances. Nationalism undoubtedly has a forward-looking face. This can be seen in the case of liberal nationalism and the desire to overthrow multinational empires in the name of national self-determination. It can also be seen in the case of anti-colonial nationalism, which fuses the goal of national self-determination with a quest for economic and social emancipation, often based on Marxist-Leninist thinking.</p> <p>However, some argue that all forms of nationalism are backward-looking or reactionary, in the sense that they are constructed on the basis of a historical model of the nation, tradition being one of the key features of national identity. The link between nationalism and the past is nevertheless clearest in the case of conservative nationalism and expansionist nationalism. Conservative nationalists argue that national identity is closely associated with tradition, while expansionist nationalists often base their militaristic projects on a belief in past national glory. On the other hand, nationalism may always have a complex character in which progressive and reactionary are combined. For instance, expansionist may both look backwards to a past 'golden age' and forward to future that promises imperial expansion or even (in the case of Nazism) world domination.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited knowledge of forward-looking features within nationalism</li> <li>• Limited knowledge of backward-looking features within nationalism</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 forward-looking features within nationalism</li> <li>• Clear explanation of the backward-looking features within nationalism, and of their extent</li> </ul>	
<b>A01</b>	<b>Knowledge and understanding</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 2 (5-8 marks)</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<b>Level 1 (0-4 marks)</b>	Very poor to weak 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 to excellent ability to analyse and evaluate political information, arguments and explanations
<b>Level 2 (5-8 marks)</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations
<b>Level 1 (0-4 marks)</b>	Very poor to weak 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 to excellent 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>	Limited to 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>	Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions
<b>A03</b>	<b>Communication and coherence</b>
<b>Level 3 (7-9 marks)</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<b>Level 2 (4-6 marks)</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<b>Level 1 (0-3 marks)</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

<b>No. 8</b>	<b>'Ecologism is defined by its rejection of the capitalist model and its values.' Discuss.</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Ecologism has a complex relationship to capitalist modernity, reflected in a belief in private property, the market and industrialisation, and values such as competition, self-striving and materialism. For many radical ecologists those economic forms and associated values constitute the root cause of the ecological crisis. This position is advanced most explicitly by eco-socialists, for whom environmental destruction is one of the key consequences of the capitalist system. Capitalism, for instance, 'commodifies' nature, turning it into a resource available to satisfy human ends and robbing it of any inherent value. Private property also implies that humankind have dominion over nature. Deep ecologists advance their own critique of capitalist modernity, rejecting the materialism and consumerism that underpin capitalism, and advancing an alternative, post-material model of personal fulfilment.</p> <p>However, reformist ecologists attempt to fuse ecology with the structures and values of capitalist modernity, often drawing on liberal or conservative thinking in the process. In this view, capitalist modernity offers the best solutions to the challenge of environmental degradation, not least though the prospect that science and technology may allow us to cope with problems such as climate change and pollution. Capitalism has also been seen as essentially 'green', not least because market responsiveness, and pressure from green consumers, forces businesses to produce more environmentally friendly goods and to employ more environmentally-friendly production techniques.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited knowledge of anti-capitalist thinking within ecologism</li> <li>• Limited knowledge of pro-capitalist thinking within ecologism</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 anti-capitalist thinking within ecologism</li> <li>• Clear explanation of pro-capitalist thinking within ecologism, and of its extent</li> </ul>	
<b>A01</b>	<b>Knowledge and understanding</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 2 (5-8 marks)</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<b>Level 1 (0-4 marks)</b>	Very poor to weak 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 to excellent ability to analyse and evaluate political information, arguments and explanations
<b>Level 2 (5-8 marks)</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations
<b>Level 1 (0-4 marks)</b>	Very poor to weak 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 to excellent 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>	Limited to 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>	Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions
<b>A03</b>	<b>Communication and coherence</b>
<b>Level 3 (7-9 marks)</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<b>Level 2 (4-6 marks)</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<b>Level 1 (0-3 marks)</b>	Very poor to 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>A01 / A02 / 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><i>A03</i></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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