



# **Mark Scheme (Results)**

Summer 2017

Pearson Edexcel GCE in  
Government & 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.

<b>No. 1</b>	Why are the terms 'nation' and 'state' often confused?
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>The term 'nation' refers to a cultural entity, groups of people who share the same language, religion, traditions and so on. However, as no nation is culturally homogeneous, nations are ultimately defined subjectively by their members through the existence of patriotism or national consciousness.</p> <p>The term 'state' refers to a geo-political entity. They are political associations that establish supreme jurisdiction within defined territorial borders. As such, their populations may consist of a single nation, a part of a nation, or a number of nations.</p> <ul style="list-style-type: none"> <li>• They are often confused as political nationalism is characterised by the aspiration of a nation to establish sovereign statehood, i.e. a nation state, meaning that national identity is closely linked to the aspiration for self-government</li> <li>• Nations and states do not necessarily overlap, so that there could be more than one nation living within a state, e.g. the UK</li> <li>• Nations can be spread over a number of states, without a state of their own, e.g. the Kurds</li> <li>• The United Nations is actually a group of sovereign states, rather than nations.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following feature:</p> <ul style="list-style-type: none"> <li>• Limited explanation of a reason why the terms 'nation' and 'state' are often confused.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following feature:</p> <ul style="list-style-type: none"> <li>• Clear and accurate explanation of the reasons why the terms 'nation' and 'state' are often confused.</li> </ul>	

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

<b>No. 2</b>	Explain the key features of liberal feminism.
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Liberal feminism is rooted in the concept of an individual. Along with other feminists, they believe that women have been disadvantaged because of their sex and that this disadvantage should be addressed, using the current political structures, to benefit not only women, but society as a whole.</p> <ul style="list-style-type: none"> <li>• Liberal feminists' starting point is that all people are considered as individuals, in public and in political life. 'Sex' refers to unalterable biological differences, but 'gender' is a social construct and therefore liberal feminists are broadly in favour of androgyny (rather than essentialism). Differences between men and women are of private or personal significance, but should not interfere with opportunities in public life.</li> <li>• Liberal feminists uphold the distinction between the private and the public spheres (or realms) and argue that the maintenance of a private sphere is important for protecting individual freedom and choice.</li> <li>• They argue for gradual, or incremental, reforms to give women equal access to the public sphere, including work, education and political life and they oppose patriarchy as it limits these opportunities for women.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following feature:</p> <ul style="list-style-type: none"> <li>• Limited explanation of a key feature of liberal feminism.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following feature:</p> <ul style="list-style-type: none"> <li>• Clear and accurate explanation of the key features of liberal feminism.</li> </ul>	

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

<b>No. 3</b>	Why are eco-socialists critical of capitalism?
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Eco-socialism is based on the idea that capitalism is the enemy of the environment. Eco-socialists therefore are critical of critique of capitalism:-</p> <ul style="list-style-type: none"> <li>• Capitalism is characterised by the destruction of the natural environment, as both human labour and the natural world are exploited because they are commodified, treated simply as economic resources.</li> <li>• Such tendencies spring from the existence of private property, which appears to legitimise human domination over nature, and it is encouraged by the profit motive and competition, both of which emphasise the importance of economic concerns over environmental ones.</li> <li>• The commodification of nature degrades the environment and the consumerist impulse confuses happiness with owning possessions.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following feature:</p> <ul style="list-style-type: none"> <li>• Limited explanation of an eco-socialist criticism of capitalism.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following feature:</p> <ul style="list-style-type: none"> <li>• Clear and accurate explanation of eco socialist criticisms of capitalism.</li> </ul>	



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

<b>No. 4</b>	Explain the link between multiculturalism and post-colonialism.
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Multiculturalism can be seen as an offshoot or consequence of post-colonialism and post-colonial struggles:</p> <ul style="list-style-type: none"> <li>• Particularist multiculturalists challenge the cultural aspects of imperial rule by claiming legitimacy for non-western, or even anti-western, ideas and political traditions.</li> <li>• It embraces the idea that that 'the West' owes a debt to the former colonies, particularly in allowing them to develop their own cultures, to help repair the damage done by colonialism.</li> <li>• In this way, post-colonialism challenged a eurocentric view of the world, as outlined for example by Edward Said in 'Orientalism', which enabled other traditions and political views to be given (at least) equal legitimacy. This is an important aspect of multiculturalism.</li> <li>• Post-colonialism also highlighted the political importance of culture as an essential part of the struggle for independence and the reassertion or rediscovery of a 'native' culture. This is also an important aspect of multiculturalism.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following feature:</p> <ul style="list-style-type: none"> <li>• Limited explanation of the link between multiculturalism and post-colonialism.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following feature:</p> <ul style="list-style-type: none"> <li>• Clear and accurate explanation of the links between multiculturalism and post-colonialism.</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>

**No. 5**

On what grounds do some feminists oppose gender equality?

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

Gender equality is the idea that women and men should enjoy equal rights, entitlements, opportunities and social standing. Most feminists are in support of gender equality.

However, some feminists have criticised the idea of gender equality on grounds such as:

- Some radical feminists argue that gender equality is based on the idea of androgyny and so blurs deep (essential) differences between women and men.
- To call for equality between women and men invariably encourages women to be more 'like men'; that is to be 'male-identified'. Some feminists argue that gender equality thus perpetrates women's oppression and even argue for separatism.
- The goal of feminism is female emancipation, not equality. This would involve significantly different roles and relationships for both women and men in the future.

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

- Limited explanation of a ground on which some feminists oppose gender equality.

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

- Clear and accurate explanation of the grounds on which some feminists oppose gender equality.

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

**No. 6**

To what extent does nationalism divide people?

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

Nationalism can be seen as divisive because:

- Nationalists believe that humankind is naturally divided into discrete nations, each having a distinctive identity and a tendency to favour their own nation over other nations.
- Nationalism, in this view, preaches that one's own nation is somehow 'special' or superior, implying that other nations are less favoured or inferior. Such thinking is particularly evident in expansionist nationalism, which is invariably based on explicitly chauvinistic and sometimes racist models of nationhood, and in which the search for national glory is typically associated with jingoism and projects of conquest and imperialism.
- Conservative nationalism can be viewed as divisive in terms of conflict between nations and also in terms of intense forms of patriotism which exclude some groups in society.
- Nationalism can also be divisive when two or more 'nations' inhabit a nation state, which can lead to conflict over access to resources and political power. Patriotism can play a divisive role, especially in such cases.

However, on the other hand, progressive or liberal nationalists emphasise the ways in which nationalism unites people:

- Cultural nationalists stress how a shared history, language and culture gives people a common sense of belonging.
- Conservative nationalists view nationalism as an essential ingredient for social stability and continuity with patriotism uniting the country.
- Liberal nationalists argue that nationalism may help to end harmful international divisions, as a world composed of self-governing nation-states will tend towards peaceful co-existence and harmony.
- It can also be argued that conflicts often arise within states over the suppression of nationalist sentiments (where there are competing nationalisms), and that allowing these sentiments to be expressed reduces conflict and divisions, as long as this is in a context of mutual respect and/or tolerance for each nationalist tradition.

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

- Limited understanding of the way in which nationalism divides or unites people.

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

- Clear and accurate understanding of the ways in which nationalism divides or unites people, with some consideration of both sides of the argument.

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

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



**No. 7**

"Multiculturalism's support for minority rights is unjustifiable." Discuss.

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

Minority rights are rights that belong to groups rather than individuals. They are sometimes seen as 'special' rights in that they are specific to the group in question and may therefore advantage certain groups over other groups. Minority rights may include the right to respect and recognition (possibly including the right for a group's core beliefs not to be insulted), 'polyethnic' rights (rights that enable a cultural group to express or maintain its cultural distinctiveness) and representation rights (possible through 'positive' discrimination or even self-government at some level or other). Critics of multiculturalism argue that this support for minority rights is unjustifiable:

- Liberals have criticised multiculturalism for subordinating the rights of individuals to those of the social group – which threatens individual freedom.
- Conservatives believe that multiculturalism is inherently flawed: multicultural societies are inevitably fractured and conflict-ridden societies, in which hostility, suspicion and even violence are familiar facts of life. This can lead to 'ghettoisation' and marginalisation, which does not, in effect, support minority rights.
- Traditional socialists see social class as more important than other social divisions and the championship of minority rights can be seen as undermining class consciousness.
- The feminist critique of multiculturalism draws attention to its capacity to deepen gender conflict. This happens when minority rights and the politics of recognition serve to preserve and legitimise patriarchal and traditional beliefs that systematically disadvantage women.

However, cultural distinctiveness is seen by multiculturalists as the basis for civic unity:-

- This particularly applies in the case of the right to respect and recognition and in the legal exemptions that are upheld as part of polyethnic rights.
- Multiculturalists argue that liberal or individual rights tend to homogenise society by eroding cultural distinctiveness.
- Representation rights and 'positive' discrimination are also upheld by a necessary desire to compensate marginalised groups for past injustices or present disadvantages.

Multiculturalists therefore see it as vital to uphold minority rights - in order to advance the cause of social justice.

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

- Limited understanding of the extent to which multiculturalism's support for minority rights is unjustifiable.

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

- Clear and accurate understanding of the extent which multiculturalism's support for minority rights is unjustifiable, with some consideration of both sides of the argument.

<b>A01</b>	<b>Knowledge and understanding</b>
<b>Level 3 (9-12 marks)</b>	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2 (5-8 marks)</b>	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1 (0-4 marks)</b>	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>A02</b>	<b>Intellectual skills</b>
<b>Level 3 (9-12 marks)</b>	Good or better ability to analyse and evaluate political information, arguments and explanations.
<b>Level 2 (5-8 marks)</b>	Sound ability to analyse and evaluate political information, arguments and explanations.
<b>Level 1 (0-4 marks)</b>	Limited ability to analyse and evaluate political information, arguments and explanations.

<b>A02</b>	<b>Synoptic skills</b>
<b>Level 3 (9-12 marks)</b>	Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions.
<b>Level 2 (5-8 marks)</b>	Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions.
<b>Level 1 (0-4 marks)</b>	Limited ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions.
<b>A03</b>	<b>Communication and coherence</b>
<b>Level 3 (7-9 marks)</b>	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2 (4-6 marks)</b>	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1 (0-3 marks)</b>	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

**No. 8**

To what extent do ecologists support anthropocentrism?

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

Anthropocentrism is the belief that human needs and interests are of over-riding moral and philosophical importance, the needs of humanity take priority over those of 'nature'.

Deep ecologists reject anthropocentrism in favour of an eco-centrist approach:

- The purpose of human life is to sustain nature and not the other way around.
- Deep ecologists advance an alternative, post-material model of personal fulfilment. An endless search for growth is not compatible with protecting and sustaining the natural order and is likely to lead (ultimately) to the destruction of life on Earth.
- This approach is a genuine departure from other ideological traditions and leads to radical proposals such as reducing the population of the Earth and de-industrialising the economy.

Shallow ecologists take a more pragmatic view of the relationship between the natural world and humankind and do not reject anthropocentrism:

- While they also reject consumerism as such, they argue for sustainable growth, which is controlled and in line with protecting and conserving finite resources and the natural world. For example, a sustainable energy policy will focus on developing renewable sources such as solar, wind and wave power.
- In this way, shallow ecologists argue that ecologism is compatible with the needs of humankind, but this needs to be on the basis of preserving the natural world, both now and for future generations, in order for humankind to continue to prosper.
- Modernist strands of ecologism have different views on society's relationship with nature. Eco-anarchism and Eco-feminism are more sympathetic to the eco-centric approach, but they also, in various ways, put the needs of humankind above the needs of the natural world.

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

- Limited understanding of the extent to which ecologists support or reject anthropocentrism.

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

- Clear and accurate understanding of the extent to which ecologists do or do not support anthropocentrism, with some consideration of both sides of the argument.

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

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