



Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE

In Politics (9PL0)

Paper 2: UK Government and Non-core Political Ideas

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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.

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)	Points in Agreement		
	Using the source, evaluate the view that Parliament is largely ineffective in shaping government legislation.		
	AO1 – 10 marks - Points from the source for the view	AO2 - 10 marks - Analysis for the view	AO3 – 10 marks - Conclusions and judgement for the view
	Only government proposed amendments succeed in the Commons.	Due to the majority for the government, the whip system and party loyalty in the Commons, nearly all successful amendments to bills require government backing with only 1% of proposals from non-government parliamentarians succeeding (UCL).	We can conclude that the government's domination of the Commons makes Parliament largely ineffective at shaping government legislation.
	There is a lack of time and specialism in party whipped public bill committees.	Public bill committees have long been criticised for their weaknesses; their adhoc nature, lack of time and their partisan approach which limits effective scrutiny of government legislation.	We can conclude that the lack of effective scrutiny at this crucial stage prevents the Commons from improving government legislation.
	The House of Lords has limited powers due to its unelected nature.	The unelected House of Lords is limited by the Parliament Acts, the Salisbury Convention and the Commons' Financial Privilege effectively limits the Lords' power over government legislation.	We can conclude the Lords is not fit for purpose as it acting beyond its constitutional role in challenging the will of the elected government.
	Government bills are rarely defeated.	The government rarely suffers defeats on legislation in Parliament, reflecting Parliament's weaknesses in defeating government legislation and ability to force concessions from government.	We can conclude that Parliament's inability to say no to government legislation means it is ineffective at shaping government legislation.
	Points in Disagreement		
	AO1 – 10 marks - Points from the source	AO2 - 10 marks - Analysis for the view	AO3 – 10 marks - Conclusions and

	for the view		judgement for the view
	The government shapes and amends its legislation in order to maintain the support of its own backbenchers.	The reason the Government suffers so few defeats in Parliament, is that it shapes it legislation and makes concessions in the form of amendments to win over a majority of votes in both houses to pass legislation.	We can conclude that Parliament is effective at shaping government legislation by forcing government to shape and amend the bills to win parliamentary support.
	Public bill committees in the House can trigger changes in legislation due to pressure from the Opposition and due to the nature of evidence from outside experts.	Public Bills committees allow non- government parliamentarians and outside experts to alert ministers about where changes are needed, even if those changes are proposed by Ministers.	We can conclude though most amendments are proposed by Ministers, the government is willing to incorporate changes that improve legislation proving that parliament is effective.
	There is more time for scrutiny in the Lords and a higher degree of specialism and Crossbenchers can succeed in getting widespread support for their amendments.	The expertise and specialism (since the House of Lords Reform Act of 1999) of the Lords means that it is effective at the detailed scrutiny of legislation whilst amendments made in the Lords can often gain widespread support in Parliament, leading government to amend legislation in response.	We can conclude that the expertise, time and non-partisan nature of crossbenchers often leads to amendments being proposed that force government amendments and changes.
	The House of Lords is under no party control making it difficult for the government to pass legislation.	This means the government is generally more likely to suffer defeats in the Lords than the Commons, and these defeats often trigger changes to government legislation as the government prefers negotiation to confrontation.	We can conclude that the Lords is effective at shaping government legislation, by making government amend legislation to win over a majority in the Lords in order to pass legislation.
	Points based on own knowledge: For the view: <ul style="list-style-type: none"> • The control of the Parliamentary timetable allows the government to restrict the power of the Commons to shape legislation. • The separation of public bill 	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>committees from select committees in unhelpful and reduces the chances of legislation being scrutinised by expert MPs.</p> <ul style="list-style-type: none"> • The payroll vote gives the government a real advantage over the Commons. <p>Against the view:</p> <ul style="list-style-type: none"> • The removal of all but 92 Hereditary peers has made the Lords more effective at shaping government legislation. • The weaker party system in the Lords gives it greater independence and greater ability to shape legislation. • The increasingly rebellious nature of backbenchers makes the Commons more effective at shaping government legislation. 		
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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). • 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)	1b Using the source, evaluate the view that devolution has created more problems than it has solved.		
	Points in agreement		
	AO1 – 10 marks - Points from the source for the view	AO2 - 10 marks - Analysis for the view	AO3 – 10 marks - Conclusions and judgement for the view
	Turnout in elections has been lower than in general elections	Turnout in devolved elections has been consistently lower than in general elections, suggesting a lack of political engagement with devolution.	We can conclude that lower turnout in devolved elections shows that it has not worked to increase political engagement.
	The Northern Ireland Executive and Assembly have been suspended on more than one occasion.	In Northern Ireland, for around seven years since devolution started, there has not been a fully functioning Assembly and Executive due to the need for a power sharing agreement.	We can conclude that devolution is not working effectively at delivering a fully functioning Executive and Assembly in Northern Ireland.
	A legitimacy problem in England	The lack of a devolved government for England, the lack of support for metro mayors and the issues around EVEL means that devolution is not working as there is a democratic deficit for England	We can conclude that devolution is not working for England as it has created a democratic deficit.
	Devolution as a stepping stone to independence	Devolution is not working as it a slippery slope to the end of the Union. This issue has been brought into sharper focus in Scotland and N Ireland due to issues raised by Brexit showing that devolution is not working.	We can conclude that devolution is not working as it has opened up the possibility of Scottish Independence and the reunification of Ireland.
	Points in disagreement		
	AO1 – 10 marks - Points from the source for the view	AO2 - 10 marks - Analysis for the view	AO3 – 10 marks - Conclusions and judgement for the view
	Devolution has won the battle for	Devolution is widely supported in Wales	We can conclude that devolution has worked in

	legitimacy in Scotland and Wales.	and Scotland, as evidenced in the referenda results and polls showing a greater trust in devolved governments than UK government, as it has brought decision making closer to the people.	Scotland and Wales to improve political trust and engagement.
	Northern Ireland, devolution has delivered increased peace and stability	Good Friday Agreement was designed to share power between unionist and nationalist communities leading to a massive drop in violence showing it has worked.	We can conclude that devolution remains popular in Northern Ireland and has been a success in delivering peace and stability.
	Since 2015, metro mayors have been created with some executive, spending and strategic powers	Metro Mayors have created a clear regional voice and identity , such as Andy Burnham for Greater Manchester, showing it is a working form of devolution for England	We can conclude that Metro Mayors have worked to provide a form of regional voice and English devolution.
	Devolution has helped maintained the unity of the UK.	Devolution recognise the rights of Scotland, Wales, Northern Ireland to determine their own government so works to cement their constitutional role in the Union.	We can conclude that this constitutional settlement works to bring unity to the UK.
	<p>Own knowledge not in the source which may be considered as AO1 include</p> <p>For the view:</p> <ul style="list-style-type: none"> • Policy differences between the devolved bodies and Westminster has created considerable tension. Devolution is asymmetrical and has created regional imbalances. • The constitutional settlement about where power lies is unclear creating tension. • Policy differences between the 	NO AO2 is rewarded if linked to new material from Own Knowledge	No AO3 is rewarded if linked to new material from Own Knowledge

devolved bodies and Westminster has created considerable tension.

Against the view:

- Devolution has allowed new space for the development of policy such as Scotland's ban on smoking in public places.
- The use of AMS in Scotland has increased the representation of women.
- Devolved bodies have developed new policy and policy ideas – which have been later adopted more widely.

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). • 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

		<p>and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2).</p> <ul style="list-style-type: none"> • 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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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.
	<p>Candidates must consider both views in their answers in a balanced way.</p> <p>The judgement a candidate reaches about these views should be reflected in their conclusions.</p> <p>Candidates who have not considered both views in a balanced way cannot achieve marks beyond Level 2.</p>

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)	<p>2a Evaluate the view that the Supreme Court operates with sufficient judicial independence and neutrality.</p>		
	<p>Points in agreement</p>		
	<p>AO1</p>	<p>AO2</p>	<p>AO3</p>
	<p>The passing of the Constitutional Reform Act in 2005 has created a strict separation of powers.</p>	<p>The Constitutional Reform Act has created a clear separation of powers, by creating the Supreme Court, splitting out the role of Lord Chancellor and establishing an independent appointments process to protect the independence of the</p>	<p>We can conclude that the principle of judicial independence has been strengthened by the Act so that is sufficient in supporting the rule of law in UK democracy.</p>

		judiciary.	
	Ministers are committed to the principle of judicial independence whilst judges understand the limits to their role so they don't become engaged in policy making. .	The Supreme Court practices judicial restraint (Nicklinson 2014) whilst Ministers remain committed in public to protecting the independence of the judiciary. The Court is taking on more of a constitutional role and more rights cases but this has been brought about the passage of the HRA and the constitutional reforms since 1997.	We can conclude that the principle of judicial independence is understood and preserved by both Ministers and the Supreme Court judges to ensure sufficient independence whilst the expanded role is due to Acts of Parliament passed by elected politicians.
	The Supreme Court Judges sign up to the principle of judicial neutrality.	Supreme Court judges recognise that in order to maintain the confidence of the public they must practice judicial neutrality by avoiding political activity and cases are live streamed to create a level of transparency and accountability.	We can conclude that Supreme Court recognise the importance of judicial neutrality to their legitimacy so uphold the principle ensuring sufficient neutrality.
	The Supreme Court is becoming more diverse.	The Supreme Court is becoming more diverse, creating a clearer impression that the Court is neutral.	We can conclude that the changing diversity of the Court creates the impression that the principle of judicial neutrality is sufficient
Points in disagreement			
A01	A02	A03	
The main criticism of judicial independence in the UK was the lack of a strict separation of powers up to	The role of the Lord Chancellor, the judicial appointments process and the highest court of the land being in the	We can conclude that prior to 2009 that the principle of judicial independence was not sufficient	

<p>the creation of the Supreme Court in 2009.</p>	<p>House of Lords were all seen as threats to judicial independence.</p>	<p>in the UK.</p>
<p>There has been a growing willingness of Ministers to criticise the Supreme Court whilst the courts are taking an increasingly judicially active role</p>	<p>This growing willingness, seen in both the Cherry/Miller cases, of Ministers to criticise the Court and its decisions is a threat to judicial independence whilst increasingly the Court is taking a judicially active role taking in rights cases and constitutional cases.</p>	<p>We can conclude that judicial independence is increasingly under threat from public attacks by the Executive branch and from the Court straying into politics due to judicial activism.</p>
<p>The growing attacks by the media on the character of judges rather than the decisions of the Court.</p>	<p>These attacks, in particular over the Article 50 ruling, were seen as undermining judicial neutrality in the eyes of the public undermining the rule of law and the legitimacy of the judiciary.</p>	<p>We can conclude that increased press attacks on judges rather than Court decisions undermine the principle of judicial neutrality.</p>
<p>The Supreme Court lacks diversity leading to claims of bias.</p>	<p>The Court's lack of diversity leads to accusations that its lack of social diversity undermines its neutrality whilst others see it as having an inbuilt liberal bias.</p>	<p>We can conclude that the Court is seen by critics from both the left and right of politics as not being judicially neutral.</p>
<p>Candidates may refer to the following synoptic points:</p> <ul style="list-style-type: none"> • Controversy over the issues of the need to balance rights with effective government. • Controversy of the Brexit referendum. • The role of the media and its impact on judicial neutrality. • The criticisms of the Court from both the left wing and right wing political perspectives. 		

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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,

		<p>which are carefully selected in order to underpin analysis and evaluation. Makes relevant and focused synoptic points (AO1).</p> <ul style="list-style-type: none"> • 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).

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
2(b)			
	<p>2b Evaluate the view that the concepts of individual ministerial responsibility and collective ministerial responsibility are both still important.</p>		
	Points in Agreement		
	AO1	AO2	AO3
	<p>Under CMR, ministers subject themselves to the combined restraints of secrecy and unanimity in decision-making and are accountable to Parliament and must resign if they cannot support government policy.</p>	<p>This creates a space for the frank expression of opposing views and untested ideas and gives the perception of strong, united governance giving clear leadership to Parliament and the country whilst remaining collectively accountable for their actions. i.e resignations of D Davis and B Johnson over Brexit.</p>	<p>We can conclude that CMR is still important as it allows for strong leadership and clear accountability.</p>
	<p>CMR, has proven to be incredibly adaptable, with it being suspended temporarily.</p>	<p>This suspension occurred for both the referendum of 1975 and 2016 over an issue which did not fit with</p>	<p>We can conclude that the adaptability of CMR is a key strength and reflects its ongoing</p>

		traditional party politics whilst it was it was suspended for certain policies under the Coalition to enable the Coalition government to operate showing its adaptability	importance.
	IMR ensures that ministers are individually responsible for the work of their departments and are answerable to Parliament for all their departments' activities.	This accountability can be seen in Ministers Questions, Urgent question, select committees and means that Ministers are expected to accept responsibility for any failure in administration, any injustice to an individual or any aspect of policy which may be criticised in parliament, whether personally responsible or not. i.e Amber Rudd and Windrush.	We can conclude that IMR continues to play an important role in ensuring ministers are accountable to parliament.
	IMR means ministers expected to maintain high standards of behaviour and to behave in a way that upholds the highest standards of propriety.	IMR works to maintain the highest standards in public life to there is accountability to maintain the legitimacy of the government. i.e Alun Cairns, Michael Fallon, Dr Fox.	We can conclude that IMR continues to operate effectively to maintain standards in public life which is crucial to legitimacy so is important.
Points in disagreement			
A01	A02	A03	
CMR has seemingly weakened with ministers disagreeing in public and leaking information to the media.	These public conflicts and media leaks, particularly in the May government, with ministers not	We can conclude that CMR is less important as both secrecy and unanimity have been	

		resigning or being sacked reflects that principle of CMR has been weakened.	undermined with clear impacts for strong leadership and accountability.
	The temporary suspensions of CMR, in particular in 2016 and under the Coalition, reflects its growing weakness not its strength.	Essentially these suspensions have undermined the principle, showing it is not binding, so it is now a matter of whether the PM can or will enforce it.	We can conclude that CMR is less important as it is now only binding where the PM chooses to uphold it.
	Under IMR, ministers are now increasingly not accepting responsibility for the work of their departments.	Under IMR, ministers are now frequently shifting the blame to others rather than accepting responsibility undermining accountability – i.e. Williamson 2020, Hancock 2020 and whether a minister resigns is now decided by the pressure from the media and the views of the PM.	We can conclude that IMR is increasingly becoming less important as Ministers are not accepting responsibility for their actions.
	Under IMR, there have been an increasing number of incidences where Ministers appear to have fallen below the highest standards in public life but remained in office.	IMR is becoming increasingly insignificant as it is the PM who decides whether the principle should be upheld removing any consistency from its application - B Johnson and P Patel in 2020.	We can conclude IMR is now less important as it is in the hands of the PM whether it is applied to uphold the highest standards in public life.
<p>Candidates may refer to the following synoptic points:</p> <ul style="list-style-type: none"> • The role of the media • The importance of the Brexit referendum in 2016 			

- The link between accountability and legitimacy.
- Splits within political parties.

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

		<p>(AO1).</p> <ul style="list-style-type: none"> • 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)	3a To what extent are the views of individualist anarchists consistent with collectivist anarchists?		
	Points in agreement		
	AO1	AO2	AO3
	Rejection of the state is the consistent principle that binds together anarchists.	All anarchists agree that any form of state is unjust, controlling, and coercive and corrupting (Goldman) so must be rejected so their views are consistent.	We can conclude that all anarchists are consistent in their rejection of the state.
	All anarchists are consistent in their view that a society without a state will be one of natural order and harmony.	All anarchists reject the state in favour of a stateless society as they believe that “anarchy is order” (Proudhon) showing they are consistent.	We can conclude that all anarchists are consistent in their belief in a peaceful, stable stateless society.
All anarchists are consistent in their	All anarchists are committed to	We can conclude that anarchists	

	view that liberty is not compatible with any form of political authority or coercive relationship.	liberty, and removing all forms of political authority and hierarchy showing their views are consistent.	are consistent in their commitment to liberty.
	Points in disagreement		
	A01	A02	A03
	There is a clear division between individualist and collectivists over liberty and the individual.	Individualist anarchists fear that the individual will become a servant to the collective (Stirner) whilst collectivists argued liberty could be only be realised through connections with others (Bakunin) showing that their views are not consistent.	We can conclude that individualist and collectivist anarchists' views are not consistent in their view of liberty and the individual.
	Anarchists are not consistent in their view of what the future society looks like.	Individualist anarchists favour the free association of liberated individuals, a Union of Egoists (Stirner) whilst collectivists favour self-managing communes organised around cooperation and mutual aid (Kropotkin).	We can conclude that collectivist and individualist anarchism is not consistent in its view of the future society.
	Whilst collective anarchists and most individualist anarchists are consistent in their opposition to capitalism, there is a clear divide with anarcho-capitalists.	Whilst egoism (Stirner) and all collectivist strands oppose capitalism, anarcho capitalists support an unfettered free market.	We can conclude that there is inconsistency in their views over capitalism.

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)
3(b)	3b To what extent do anarchists disagree over human nature?		
	Points in disagreement		
	A01	A02	A03
	There is disagreement between individualist and collectivists over human nature	Most individualist anarchists adopt a view of human nature that is egoistical (Stirner) whilst most collectivists see human nature as social and cooperative (Kropotkin)	We can conclude that individualist and collectivist anarchists clearly disagree over the essence of human nature.
	The disagreement over human nature is reflected in differing views of the future society.	Individualist anarchists favour the voluntary association of self-interested individuals, a Union of Egoists (Stirner) whilst collectivists favour self-managing communes organised around cooperation and mutual aid (Kropotkin).	We can conclude that collectivist and individualist anarchism disagrees over the future society driven by different views of human nature.
There is disagreement over what will changes are needed to help change human nature.	For collectivists, common ownership (Kropotkin) or mutualism (Proudhon) will nurture humanity's social and cooperative qualities, while for	We can conclude that there is clear disagreement about how to unlock the potential of human nature.	

		anarcho-capitalists, the unfettered free market, and for egoists, the Union of Egos (Stirner), will allow autonomy to develop.	
Points in agreement			
A01	A02	A03	
Most anarchists have an optimistic view of human nature or at the least the potential of human nature.	Most anarchists agree that humanity has been corrupted by the existing state, societal and economic relations (Kropotkin/Bakunin) and when they are removed, then the potential of humanity will be revealed (Goldman).	We can conclude that most anarchists agree over an optimistic view of the potential of humanity	
Social order arises naturally from human nature without the need for a state.	Most anarchist believe that anarchy is order (Proudhon) and social order occurs naturally and spontaneously, emerging from human nature when existing social relations are stripped away.	We can conclude that most anarchists agree that a peaceful, stable, stateless society is possible due to human nature.	
Most anarchists agree human nature is shaped by social relations but humans are capable of changing those conditions.	Existing traits of human nature are created by the social, political and economic environment and humans can change this environment and therefore change human nature.	We can conclude that anarchists are consistent in their commitment to liberty.	

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).
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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).

		<ul style="list-style-type: none"> • 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).
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Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
4(a)	4a To what extent do ecologists agree that ecologism starts where capitalism ends.		
	Points in agreement		
	AO1	AO2	AO3
	Deep greens and social ecology both reject capitalism, which is based on industrialism, seeing it as incompatible with ecologism.	Both deep greens and shallow greens reject capitalism as it is based on the principle of growth (Bookchin) and gigantism (Schumacher) which is impossible as all production is destruction.	We can conclude that both deep greens social ecology agree that ecologism starts where capitalism ends as growth is incompatible with ecologism.
Deep Greens and social ecology reject the consumerism and materialism of capitalism.	Both deep and shallow greens believe a new value system, based around creative work, production for need not want and spiritual wealth over material wealth (Buddhist economics Schumacher)	We can conclude that deep greens and social ecology see ecologism as beginning where capitalism ends as they reject consumerism and materialism.	

<p>Deep greens and social ecology reject the anthropocentric and mechanistic world view of capitalism that is reductionist in its approach to nature.</p>	<p>Ecologism is incompatible with capitalism, as capitalism sees nature as existing purely as a resource for the convenience of humanity, placing humanity as master of nature and viewing nature as machine whose parts can be understood, fixed or replaced in isolation from the whole (Merchant).</p>	<p>We can conclude that deep greens and shallow ecology see ecologism as beginning where capitalism ends as capitalism is anthropocentric.</p>
<p>Points in disagreement</p>		
<p>A01</p>	<p>A02</p>	<p>A03</p>
<p>Shallow greens disagree with deep greens and social ecology, believing that capitalism is compatible with ecologism.</p>	<p>Shallow greens argue that capitalism and ecologism are compatible, some advocating green capitalism whilst others favour a managerialism to ensure that capitalism operates within the limits to growth.</p>	<p>We can conclude that there is clear disagreement within ecologism over whether ecologism starts where capitalism ends between shallow greens and the other strands.</p>
<p>Shallow greens disagree with deep and shallow ecology, arguing that it is possible to generate smarter, greener, slower growth within capitalism.</p>	<p>Shallow greens believe the answer to consumerism is doing more with less, not disposing of the capitalist model, in order to sustainably manage resources (Carson).</p>	<p>We can conclude that there is clear disagreement within ecologism over whether ecologism starts where capitalism ends as shallow greens believe greener growth is possible</p>
<p>Shallow greens disagree with deep greens and social ecology, offering a form of limited holism and enlightened anthropocentrism that</p>	<p>Shallow greens favour limited holism, with a faith in technology and the view that if humans apply the principles of intergenerational equity</p>	<p>We can conclude that there is clear disagreement within ecologism over whether ecologism starts where capitalism ends a</p>

	are compatible with capitalism.	then capitalism is compatible with ecologism,	shallow greens support enlightened anthropocentrism.
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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).

		<ul style="list-style-type: none"> • 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)	4b To what extent do ecologists disagree over sustainability?		
	Points in agreement		

	A01	A02	A03
	All ecologists take from the science of ecology the concept of sustainability	Ecology teaches that sustainability, the ability of an ecosystem to maintain its health over time, and all ecologists want to apply this principle to the biosphere (Carson).	We can conclude that all ecologists agree it is vital to understand and apply the principle of sustainability.
	All ecologists take the view that the Limits to Growth report shows that the current economic models are unsustainable.	Current economic models, based on industrialism, materialism and consumerism will breach the limits to growth showing that they are unsustainable.	We can conclude that ecologists agree that current economic models are not sustainable.
	All ecologists sign up to the principle of sustainability	This principle argues that the future economic model should recognise the principle of sustainability and work within the limits to growth.	We can conclude that ecologists agree that the future society and economy must be sustainable.
	Points in disagreement		
	A01	A02	A03
	Shallow greens favour weak sustainability, whilst deep greens and social ecology favour strong sustainability.	Weak sustainability favours smarter, greener and slower growth that maintains manages natural resources (Carson) whilst strong sustainability favours de-growth, following by a steady state economy, which preserves natural resources showing disagreement.	We can conclude that whilst all agree over sustainability, there is a clear difference over what the term sustainability means.
	Shallow greens view of sustainability leads to a reformist approach, whilst	Shallow greens see sustainable development as greening existing	We can conclude that different view of sustainability lead to clear

	for deep greens and social ecology it leads to a radical approach	economic models, whilst deep greens/social ecology reject capitalism and wish to replace it with small, autonomous economic communities (Schumacher, Bookchin, Leopold).	differences over the actions that needs to be taken.
	The shallow green view of sustainability places great faith in technology, which is rejected by deep greens and social ecology.	Shallow green sustainability allows for smarter growth and green consumerism, whilst deep greens and social ecology reject this believing technology is only part of the solution, and is only valuable alongside a transformation of values (Leopold, Schumacher)	We can conclude that there is a clear disagreement over the role of technology in ensuring sustainability.

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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).
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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)	5a To what extent is there more disagreement within feminism than agreement?		
	Points in agreement		
	AO1	AO2	AO3
	Feminists agree that women and men are not treated equally in the state, economy and society	Feminists argue that women have been faced with systemic discrimination and persistent injustices.	We can conclude that there is clear agreement within feminism that there is inequality.
	Feminists agree that this inequality is not desirable or permanent and should be challenged by political action.	Feminism aims for gender equality and that this can and should be overthrown by political action showing clear agreement	We can conclude that there is clear agreement within feminism in its aim for gender equality.
	Almost all feminists are equality feminists rejecting the view that men and women are innately different.	Almost all feminists argue that humans are naturally androgynous and that gender roles/stereotypes are unjustified showing clear agreement	We can conclude that there is clear agreement within feminism that humans are naturally androgynous.
	Points in disagreement		
	AO1	AO2	AO3
	Disagreements within feminism over the nature and origin of oppression	Whilst liberalism feminism focusses on discrimination in the public sphere, radical feminism focusses on patriarchy (Millett), socialist feminism	We can conclude that there is strong disagreement over the nature and origin of oppression.

		on patriarchy and capitalism (Rowbotham) and post-modern feminism on interlocking systems of oppression (bell hooks)	
	Disagreements within feminism over the strategies needed to counter oppression	Liberal feminists argue for gradual reforms to secure legal and political equality and by changing attitudes over time while radical (Millett), socialist (Rowbotham) and postmodern feminists (bell hooks) argue for much more radical but differing means to achieve social change.	We can conclude that there is strong disagreement within feminism over the nature of the political action needed.
	Disagreements between equality feminists and difference feminists.	Whilst most feminists are equality feminists believing humans are naturally androgynous, difference feminists support essentialism over androgyny.	We can conclude that there is a strong disagreement within feminism between equality and difference feminists.

Level	Mark	Descriptor
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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	A01 (8 Marks)	A02 (8 Marks)	A03 (8 Marks)
5(b)	5b To what extent do feminists disagree over their views on patriarchy?		
	Points in agreement		
	A01	A02	A03
	Most feminists agree that patriarchy allows men to dominate and exploit women	Most feminists agree that patriarchy is a form of systemic control and dominance rooted in societal institutions.	We can conclude that there is agreement between most strands of feminism over the role played by patriarchy.
	Most feminists agree that gender roles in a patriarchal society are used to create a system of oppression and domination	Most second and third wave feminists argue that gender roles are artificial constructs (de Beauvoir) imposed within a patriarchal society to subjugate women	We can conclude that there is agreement between most strands of feminism that the gender roles in a patriarchal society are part of a system of oppression
	Most feminists agree that patriarchal structures in society can and should be overthrown.	Most feminists argue that patriarchal structures can and should be overthrown in order to achieve liberation and sexual equality.	We can conclude that there is agreement between most strands of feminism that the patriarchal society must be overthrown.
	Points in disagreement		
	A01	A02	A03
Liberal feminism tends to focus on gender inequalities emanating from the legal sphere, while radicals see patriarchy as the root	Liberalism feminism sees discrimination in the public sphere rather than a patriarchy of systemic, institutionalised and	We can conclude that there is strong disagreement over the nature and origin of oppression in society.	

	<p>cause of oppression.</p>	<p>pervasive gender oppression which radical feminism views as permeating every aspect of life.</p>	
	<p>Differences over the role of patriarchy in society lead to very different conclusions over the action that is needed.</p>	<p>Liberal feminists argue for gradual reforms to secure legal and political equality and by changing attitudes over time while radical (Millet), socialist (Rowbotham) and postmodern feminists (bell hooks) argue for a revolution to overthrow patriarchy.</p>	<p>We can conclude that disagreements within feminism about the role of patriarchy lead to division over the need for revolution or reform.</p>
	<p>There are disagreements within second and third wave feminism over the role of patriarchy in society.</p>	<p>Socialist feminists argue that capitalism is the primary source of female oppression (Rowbotham) whilst radical feminists see patriarchy as the primary source of oppression (Millet) and post-modern feminism sees interlocking systems of imperialist white supremacist capitalist patriarchy (bell hooks) leading to differing revolutionary strategies.</p>	<p>We can conclude that there is a disagreement within second and third wave feminism over the role of patriarchy in society leading to differing revolutionary strategies.</p>

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(a)	6a To what extent does multiculturalism take a consistent view of diversity?		
	Points in agreement		
	AO1	AO2	AO3
	Most multiculturalists see diversity as more than a fact of life, it is of real value to society	Most multiculturalists agree that diversity bring vibrancy so society, bringing progress and promoting cross cultural toleration and understanding (Modood).	We can conclude that there is a consistent view that multiculturalism has real value for society.
Most multiculturalists agree that diversity is important for culture and identity	Most multiculturalist hold a consistent view that diversity means groups and individuals (Kymlicka) can celebrate their identity; have public recognition of their culture (Taylor) so feel part of the wider community.	We can conclude that there is a consistent view within multiculturalism that diversity is important for culture and identity.	
Most multiculturalists take a view that diversity counters marginalisation and oppression	Most multiculturalists take a view that diversity ensures cultural recognition and counters marginalisation, allowing individuals to integrate (Modood).	We can conclude that there is a consistent view that diversity helps counter oppression and support integration.	

Points in disagreement		
AO1	AO2	AO3
There is no consistent view between cosmopolitan multiculturalists and the rest of multiculturalism over diversity.	Cosmopolitan multiculturalists support this to allow individuals to pick and mix from different cultures till cultural differences dissolve into one single identity and culture rather than valuing cultural diversity as a good in itself (Parekh)	We can conclude that there is not a consistent view of diversity within multiculturalism.
There is no consistent view of how far diversity should extend between liberal and pluralist multiculturalists	Whilst liberal multiculturalists support a form of shallow diversity, pluralist multiculturalists support deep diversity (Parekh).	We can conclude there is not a consistent view within multiculturalism about far diversity should extend.
Disagreements over diversity mean that there is no consistent view over tolerance.	While liberal multiculturalists do not extend tolerance to values/beliefs that are intolerant (Kymlicka) or oppose liberal democracy, pluralist multiculturalism opposes liberal universalism (Parekh).	We can conclude that there is not a consistent view of diversity and tolerance.

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).

		<ul style="list-style-type: none"> • 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)	6b To what extent do multiculturalists agree over their support for the protection of minority cultures.		
	Points in agreement		
	AO1	AO2	AO3
	Multiculturalists support the protection of minority cultures as culture is critical to human nature.	Multiculturalism aims to protect minority cultures as the identity of humans is bound up in their cultures as the individual does not exist before or outside of society.	We can conclude that there is agreement over their support for the protection of minority cultures due the importance of culture to identity.
	Most multiculturalists support a politics of recognition to protect minority cultures.	Much of multiculturalism is an agreement in its support of the politics of recognition (Taylor) and acknowledging the importance of cultural belonging in order to counter marginalisation and promote integration into the wider political community.	We can conclude that there is agreement over their support for the protection of minority cultures due to promote integration.
Multiculturalism strongly rejects assimilation and support the protection of minority cultures.	Multiculturalists oppose the assimilation as it ignores the importance of culture and identity, leading to alienation, inequality and injustice that undermine the unity of	We can conclude that there is agreement over their support for the protection of minority cultures to prevent alienation, inequality and injustice.	

		society and so support the protection of minority cultures.	
Points in disagreement			
	AO1	AO2	AO3
	There is disagreement between cosmopolitan multiculturalists and the rest of multiculturalism about the reasons for protecting minority cultures.	Cosmopolitan multiculturalists support cosmopolitan integration that dissolves cultural groups to create global citizens and that culture is a matter of choice whilst other multiculturalists support the importance of diversity, culture and identity and humans are culturally embedded (Parekh).	We can conclude that there is clear disagreement within multiculturalism between cosmopolitan multiculturalism and liberal and pluralist multiculturalism over the reasons for protecting minority cultures.
	There is no agreement over how far the support for minority cultures should extend.	Multiculturalists disagree over the extent of support for minority cultures they are willing to support in society. Liberal multiculturalists support shallow diversity (Kymlicka) whilst pluralist multiculturalists support deep diversity (Parekh).	We can conclude there is disagreement within multiculturalism over the extent of their support for the protection of minority cultures.
	Disagreements over how the protection of minority cultures fits within a liberal framework.	While liberal multiculturalists justify multiculturalism as it supports autonomy and justice within a liberal framework (Kymlicka), pluralist multiculturalism opposes liberal universalism (Parekh).	We can conclude there is disagreement within multiculturalism over how the protection of minority cultures fits within a liberal framework.

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).

		<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)
7(a)	7a To what extent do nationalists have a consistent view of self-determination?		
	Points in agreement		
	AO1	AO2	AO3
	Most nationalists support self-determination.	Most liberal, anti-colonial and conservative nationalists support self-determination although this can be for very different reasons and to different extents.	We can conclude that there is a consistent support for national determination within nationalism
	Both liberal and anti/post-colonial nationalism support self-determination and oppose oppression	Liberal and anti/post colonialism take a rational view that nations have the right to govern themselves free from domination or oppression.	We can conclude that there is a consistent view among liberal and anti/post colonialist nationalists that nations have the right to govern themselves.
Both liberal and anti/post-colonial nationalism have a consistent view of	Both liberal and anti/post-colonial nationalism (Garvey) have a	We can conclude that there is a consistent view among liberal and	

	self-determination the need to build a nation	consistent view that self-determination as it is progressive as it will help the nation achieve political, social and economic progress.	anti/post colonialist nationalists that self-determination should be supported as it is progressive.
Points in disagreement			
	A01	A02	A03
	There is not a consistent view within nationalism over the reasons for or extent of self-determination.	Conservative nationalists' support for self-determination is more limited than liberal and anti/post-colonial nationalists as they are less concerned with the rights of all nations (Mazzini) and more concerned with the cohesion of their own nation-state (von Herder)	We can conclude that there is no a consistent view as to the reasons for and extent of the support for self-determination.
	Expansionist nationalism rejects the right of all nations to self-determination.	Expansionist nationalism, because of its chauvinist views (Maurras), is the only form of nationalism that rejects the right of all nations to self-determination and is seen as supportive of imperialism/colonialism.	We can conclude that there is not a consistent view between liberal and anti/post-colonial nationalists and support for self-determination.
	Expansionist nationalism opposes the rational, progressive view of nationalism and self-determination.	Expansionist nationalism rejects the right of all nations to self-determination, taking an irrational, regressive view, based upon explicitly chauvinistic and sometimes	We can conclude that there is no consistent view between expansionist nationalism and the progressive nationalism.

		racialist models of nationhood, that some nations are superior to others in a world where it is survival of the fittest.	
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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

		<p>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)
7(b)	7b – To what extent does nationalism have a common view of the nation?		

Points in agreement		
A01	A02	A03
The most central belief of nationalism is that the nation is, or if not, should be the main component of political organisation.	Nationalism places the nation as the centre of its ideas, aiming to promote national autonomy, identity and unity.	We can conclude that there is a consistent view that the nation is at the centre of politics.
Nationalism believes the world is divided up into nations.	Each nation has its own distinctive character and separate identity.	We can conclude that there is a common view of a world built around distinct and separate nations.
Most nationalists support self-determination for the nation - to each nation, a state.	Most liberal, anti-colonial and conservative nationalists support self-determination for the nation so that it has its own state although this can be for very different reasons and to different extents.	We can conclude that there is a common view among most nationalists that there should be self-determination for the nation.
Points in disagreement		
A01	A02	A03
Liberal nationalists and conservative nationalists have different views of the nation.	Conservative nationalists view the nation as a people with a common linguistic and cultural heritage (von Herder) whereas liberal nationalism focusses on civic nationalism (Rousseau).	We can conclude that there is no a common view between conservative and liberal nationalism as to what constitutes the nation.
There is not a common view between inclusive and exclusive nationalism about the nation.	Inclusive nationalism sees the nation as open to all; anyone can join if they sign up to the shared values whilst	We can conclude that there is no common view between exclusive and inclusive nationalism as to

		exclusive nationalism see culture as defining the nation (von Herder) and it takes time to become part of the nation whilst integral nationalists is exclusive and hostile to others (Maurras), and racialism is the most exclusive as it sees the nation in terms of race.	what constitutes the nation.
	There is not a common view within nationalism over whether each nation has the right to self-determination.	Expansionist nationalism rejects the right of all nations to self-determination, whilst liberal and anti/post- colonial nationalists concerned with the rights of all nations (Mazzini) to self-determination.	We can conclude there is no common view about the right of all nations to self-determination.

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

		<p>and/or differences, making simplistic connections between ideas and concepts (AO2).</p> <ul style="list-style-type: none"> • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).
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