



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**January 2011**

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**Government and Politics**

Assessment Unit A2 2

Political Power and Political Ideas

**[AQ221]**

**MONDAY 31 JANUARY, MORNING**

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**MARK  
SCHEME**

## **General Marking Instructions**

These mark schemes are intended to ensure that the AS/A2 examinations are marked consistently and fairly. The mark schemes provide examiners with an indication of the nature and range of candidate responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark scheme should be read in conjunction with these general marking instructions which apply to all papers.

### **Quality of candidates' responses**

In marking the examination papers, examiners will be looking for a quality of response reflecting the level of maturity which may reasonably be expected of 18-year-olds, which is the age at which the majority of candidates sit their A2 examinations.

### **Flexibility in marking**

The mark schemes which accompany the specimen examination papers are not intended to be totally prescriptive. For many questions, there may be a number of equally legitimate responses and different methods by which the candidates may achieve good marks. No mark scheme can cover all the answers which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner for the paper concerned.

### **Positive marking**

Examiners are encouraged to be positive in their marking, giving appropriate credit for valid responses rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected for a 18-year-old GCE candidates. Conversely, marks should only be awarded for valid responses and not given for an attempt which is completely incorrect or inappropriate.

### **Types of mark schemes**

Mark Schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. These questions are indicated on the cover of the examination paper.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

## Levels of Response

Questions requiring extended written answers are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners:

**Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.

**Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.

**High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

## Quality of Written Communication

Quality of written communication is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication which is incorporated within the marks awarded for AO3. Where the quality of candidates' subject knowledge and understanding is not matched by the quality of written communication, marks awarded will not exceed the maximum for Level 4.

**Option A: Political Power****1 Background**

The Source represents the Marxist analysis of the nature and distribution of power. The Source states that ownership of wealth is the basis of political power, a central Marxist principle. In addition to this feature, candidates should seek to identify and explain two other features of Marxist theory.

AO1 [7]; AO2 [3]

[10]

10

**2 Background**

The Marxist analysis can be criticised for its assumption that wealth is the sole basis of political power. Elite Theorists would argue that there are other bases for power and the examples of Berlusconi and Gates illustrate this. The former used media power to acquire political power (and wealth) and the latter used technology to gain power (and wealth.) Critics who take a Pluralist view would challenge the idea that democracy is a facade and argue that even those with wealth are unable to dictate within liberal democratic societies. Feminists would note that power structures are patriarchal, something that Marxists remain blind to. The failure of communist political systems is not a valid criticism of Marxist ideas but may be the main argument put forward in weaker answers.

If a candidate incorrectly identifies the theory in the Source and then critiques the theory they have identified, a maximum of Level 3 can be achieved.

If a candidate fails to refer to evidence/examples, a maximum of Level 3 can be achieved.

**Level 1 ([1]–[3])**

AO1 [1]; AO2 [1]; AO3 [1]

The candidate demonstrates limited knowledge and understanding of the criticisms of Marxist ideas and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

**Level 2 ([4]–[6])**

AO1 [2]; AO2 [2]; AO3 [2]

The candidate demonstrates outline knowledge and understanding of criticisms of Marxist ideas but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

**Level 3 ([7]–[9])**

AO1 [3]; AO2 [3]; AO3 [3]

The candidate demonstrates sound knowledge and understanding of criticisms of Marxist ideas but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

**Level 4 ([10]–[12])**

AO1 [4]; AO2 [4]; AO3 [4]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of criticisms of Marxist ideas and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

**Level 5 ([13]–[15])**

AO1 [5]; AO2 [5]; AO3 [5]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of criticisms of Marxist ideas and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[15]

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It could be said that the process of converting might into right and obedience into duty is the process of legitimation. A state may have “might”, in the form of coercive power, but it needs to gain the acceptance of the population of its “right” to rule if it is to be legitimate. In the same vein, a state may force citizens to obey but its position will be more secure if it can gain obedience from a sense of duty. A state that continually relies upon might and obedience is unlikely to survive in the long term. The consistent use of coercive power leads to resistance. The population become accustomed to force and ever greater levels of coercion have to be used. Coercive regimes may find themselves isolated and this may contribute to their demise. On the other hand, there is much evidence of coercive states surviving for very long periods of time. The simple proposition that they are doomed to fail is not supported by all the evidence.

Weaker answers will display only a limited grasp of the issue of the limitations of coercion and have limited concrete evidence. Stronger answers will display more detailed knowledge and offer a broad range of evidence.

If a candidate fails to refer to relevant evidence/examples, a maximum of Level 3 can be awarded.

If a candidate refers to only one political system, a maximum of Level 4 can be awarded.

If a candidate fails to assess/evaluate and the response is unbalanced, a maximum of Level 4 can be awarded.

### **Level 1 ([1]–[7])**

AO1 [1]; AO2 [4]; AO3 [2]

The candidate demonstrates limited knowledge and understanding of the debate about coercive power and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

### **Level 2 ([8]–[14])**

AO1 [2]; AO2 [8]; AO3 [4]

The candidate demonstrates outline knowledge and understanding of the debate about coercive power but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation

is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

### **Level 3 ([15]–[21])**

AO1 [3]; AO2 [12]; AO3 [6]

The candidate demonstrates sound knowledge and understanding of the debate about coercive power but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

### **Level 4 ([22]–[28])**

AO1 [4]; AO2 [16]; AO3 [8]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the debate about coercive power and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

### **Level 5 ([29]–[35])**

AO1 [5]; AO2 [19]; AO3 [11]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the debate about coercive power and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[35]

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**(b) Background**

It would appear to be obvious that societies that have major divisions of class, race, religion, language or tribe are likely to be more politically divided as well. Social divisions often lead to conflict over the allocation of positions of political power, over access to state resources, over recognition of minority culture and other sources of potential conflict.

There is ample evidence of the conflict that all too frequently occurs in divided societies and candidates should demonstrate this.

Homogeneous societies are fortunate in that they do not have these potential sources of political conflict. However, divided societies do not always experience a high degree of political conflict. States can take steps to help resolve and overcome social divisions and candidates should demonstrate their understanding of this.

Weaker answers will display only a limited grasp of the effects of social division and have limited concrete evidence. Stronger answers will display more detailed knowledge and offer a broad range of evidence. If a candidate fails to refer to relevant evidence/examples, a maximum of Level 3 can be awarded.

If a candidate refers to only one political system, a maximum of Level 4 can be awarded.

If a candidate fails to assess/evaluate and the response is unbalanced, a maximum of Level 4 can be awarded.

**Level 1 ([1]–[7])**

AO1 [1]; AO2 [4]; AO3 [2]

The candidate demonstrates limited knowledge and understanding of the debate about social division and political stability and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

**Level 2 ([8]–[14])**

AO1 [2]; AO2 [8]; AO3 [4]

The candidate demonstrates outline knowledge and understanding of the debate about social division and political stability but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

**Level 3 ([15]–[21])**

AO1 [3]; AO2 [12]; AO3 [6]

The candidate demonstrates sound knowledge and understanding of the debate about social division and political stability but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

**Level 4 ([22]–[28])**

AO1 [4]; AO2 [16]; AO3 [8]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the debate about social division and political stability and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

**Level 5 ([29]–[35])**

AO1 [5]; AO2 [19]; AO3 [11]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the debate about the social division and political stability and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

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**Option B: Political Ideas****1 Background**

The view expressed in the Source is the liberal perspective. The evidence from this in the Source is the argument that the desire for freedom and control over one's own life is found throughout all societies and all times. In addition to the identification and explanation of this feature, candidates should identify and explain two other features.

AO1 [7]; AO2 [3]

[10]

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**2 Background**

Critics of liberalism would challenge the view that the priority of human beings is individual freedom. Conservatives, for example, would argue that order and stability are more important to most people as without social order individual liberty is worthless. Socialists would argue that what matters most to individuals is being free from exploitation: there is no value in having liberal rights if you are starving. The inevitable victory of liberal ideas and liberal democracy, implied in the Source, is another potential area of criticism. If a candidate incorrectly identifies the theory in the Source and then critiques the theory they have identified, a maximum of Level 3 can be achieved. If a candidate fails to refer to evidence/examples, a maximum of Level 3 can be achieved.

**Level 1 ([1]–[3])**

AO1 [1]; AO2 [1]; AO3 [1]

The candidate demonstrates limited knowledge and understanding of the criticisms of Liberalism and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

**Level 2 ([4]–[6])**

AO1 [2]; AO2 [2]; AO3 [2]

The candidate demonstrates outline knowledge and understanding of criticisms of Liberalism but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

**Level 3 ([7]–[9])**

AO1 [3]; AO2 [3]; AO3 [3]

The candidate demonstrates sound knowledge and understanding of criticisms of Liberalism but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

**Level 4 ([10]–[12])**

AO1 [4]; AO2 [4]; AO3 [4]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of criticisms of Liberalism and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

**Level 5 ([13]–[15])**

AO1 [5]; AO2 [5]; AO3 [5]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of criticisms of Liberalism and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[15]

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**3 (a) Background**

Burke's critique of the ideas of the French Revolutionaries and of the society they created based upon those ideas enabled him to advance his vision of the ideal system. The British constitutional settlement embodied this ideal as far as Burke was concerned. Burke favoured a system that was based upon the institutions and structures of the past that had proven their worth by enduring. It was a system where the church and other traditional sources of authority were respected. Burke was opposed to the ideas of mass democracy and natural rights, both of which were dangerous notions. Society needed to be governed by an elite that had the capacity to rule. Critics of Burke would argue that his vision is an attempt to preserve a reactionary and oppressive political system in which the interests of the few dominate. His defence of tradition and his opposition to democracy were a thinly veiled justification of the ruling class.

Weaker answers will display only a limited grasp of Burke's ideas and those of his critics. Stronger answers will display more detailed knowledge of those ideas and criticisms.

If a candidate fails to refer to relevant evidence/examples, a maximum of Level 3 can be awarded.

If a candidate refers to only one political system, a maximum of Level 4 can be awarded.

If a candidate fails to assess/evaluate and the response is unbalanced, a maximum of Level 4 can be awarded.

**Level 1 ([1]–[7])**

AO1 [1]; AO2 [4]; AO3 [2]

The candidate demonstrates limited knowledge and understanding of Burke's vision of the ideal political system and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

**Level 2 ([8]–[14])**

AO1 [2]; AO2 [8]; AO3 [4]

The candidate demonstrates outline knowledge and understanding of Burke's vision of the ideal political system but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation

is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

### **Level 3 ([15]–[21])**

AO1 [3]; AO2 [12]; AO3 [6]

The candidate demonstrates sound knowledge and understanding of Burke's vision of the ideal political system but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

### **Level 4 ([22]–[28])**

AO1 [4]; AO2 [16]; AO3 [8]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of Burke's vision of the ideal political system and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

### **Level 5 ([29]–[35])**

AO1 [5]; AO2 [19]; AO3 [11]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of Burke's vision of the ideal political system and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

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**(b) Background**

Central to the criticism of capitalism advanced in the Manifesto is the argument that it is an unequal, unfair and exploitive system. The Proletariat, the vast majority of the population, were ruthlessly exploited and abused by the Ruling Class. The logic and dynamics of capitalism were such that this exploitation and the misery of the Proletariat would become ever more acute. Working class standards of living would be driven down and down and it was this that would eventually provoke the Proletariat into rebellion against the capitalist system. The proletariat would become capitalism's "gravediggers." Marx and Engels found ample justification for this analysis in their lifetimes and their supporters remained true to this view of capitalism. Critics, including those within the socialist tradition, argued that this analysis of capitalism was both outdated and wrong. The capitalism of the 19<sup>th</sup> century had been replaced with a very different form of social democratic, welfare capitalism. The result was that inequality and unfairness steadily decreased during the 20<sup>th</sup> century, as did the prospect of socialist revolution.

Weaker answers will display only a limited grasp of the bases of the arguments of the Communist Manifesto and have limited concrete evidence. Stronger answers will display more detailed knowledge and offer a broad range of evidence.

If a candidate fails to refer to relevant evidence/examples, a maximum of Level 3 can be awarded.

If a candidate refers to only one political system, a maximum of Level 4 can be awarded.

If a candidate fails to assess/evaluate and the response is unbalanced, a maximum of Level 4 can be awarded.

**Level 1 ([1]–[7])**

AO1 [1]; AO2 [4]; AO3 [2]

The candidate demonstrates limited knowledge and understanding of the analysis of capitalism put forward in the Communist Manifesto and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1).

There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

**Level 2 ([8]–[14])**

AO1 [2]; AO2 [8]; AO3 [4]

The candidate demonstrates outline knowledge and understanding of the analysis of capitalism put forward in the Communist Manifesto but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political

information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

### **Level 3 ([15]–[21])**

AO1 [3]; AO2 [12]; AO3 [6]

The candidate demonstrates sound knowledge and understanding of the analysis of capitalism put forward in the Communist Manifesto but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

### **Level 4 ([22]–[28])**

AO1 [4]; AO2 [16]; AO3 [8]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the analysis of capitalism put forward in the Communist Manifesto and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

### **Level 5 ([29]–[35])**

AO1 [5]; AO2 [19]; AO3 [11]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the analysis of capitalism put forward in the Communist Manifesto and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[35]

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**Total**

**60**