



Rewarding Learning

ADVANCED
General Certificate of Education
2012

Government and Politics

Assessment Unit A2 2

Political Power/Political Ideas

[AQ221]

MONDAY 21 MAY, AFTERNOON

**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 17- and 18-year-olds, which is the age at which the majority of candidates sit their AS/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 17- and 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 states that one form of coercive power that a state may employ is the use of the military against unarmed civilians. Other forms of coercive power include the police; secret police; imprisonment; internment; exile; capital punishment; financial penalties; “death squads” and other forms.

(AO1: 6 marks; AO2: 3 marks)

[10]

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An answer that fails to refer to the Source a maximum of [8] can be awarded.

An answer that contains no evidence/examples can be awarded a maximum of [8].

2 Background

The Source states that coercive power is very expensive: it requires the state to devote large amounts of resources to funding the military, police, secret services. This can prove a drain on the economy and divert funding from other, legitimising, areas. Using force to hold on to power tends to result in the continuous escalation of the amount of force required as the population become accustomed to oppression. Force is subject to a law of diminishing returns. Coercion often provokes a reaction from the oppressed and coercive states face constant challenges. Other states may refuse to trade with, impose sanctions upon or even invade states that the regard as oppressive. Other limitations of coercion may be referred to.

An answer that fails to refer to the Source can be awarded a maximum of Level 4.

An answer that refers to only one or two limitations can be awarded a maximum of Level 3.

An answer that contains no evidence/examples can be awarded a maximum of Level 3.

Level 1 ([1]–[3])

AO1: 1 mark; AO2: 1 mark; AO3: 1 mark

The candidate demonstrates limited knowledge and understanding of the limitations of coercion 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 marks; AO2: 2 marks; AO3: 2 marks**

The candidate demonstrates outline knowledge and understanding of limitations of coercion 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 marks; AO2: 3 marks; AO3: 3 marks**

The candidate demonstrates sound knowledge and understanding of the limitations of coercion 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 marks; AO2: 4 marks; AO3: 4 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the limitations of coercion 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 marks; AO2: 5 marks; AO3: 5 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the limitations of coercion 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]

15

3 (a) Background

The view that democracy is an ideal and that it can never work in the real world is the opinion of Elite Theorists. Elite Theory, in all its forms, suggests that elite rule is inevitable and that an “Iron Law of Oligarchy” operates in all political structures. There may be a “circulation of elites” but what remains constant is that the few dominate power. Elites frequently disguise their power by claiming to be democratic but this is a sham.

Pluralist critics of Elite Theory argue that democracy is achievable and is in fact the reality in many societies. While not ideal, western liberal democracy has brought popular control over the state and human rights to many nations.

Marxists believe that democracy is possible in a socialist society where the inequalities of wealth no longer exist making equal access to power possible.

Feminists would accuse Elite Theory of legitimising patriarchal structures and elite male rule by suggesting that it is “inevitable.” Weaker answers will display only a limited grasp of the issue and have limited concrete evidence. Stronger answers will display more detailed knowledge and offer a broad range of evidence.

An answer that contains no evidence/examples can be awarded a maximum of Level 3.

An answer that contains no evaluation/balance can be awarded a maximum of Level 4.

An answer that refers to only one political system can be awarded a maximum of Level 3.

An answer that makes no explicit reference to theory can be awarded a maximum of Level 3.

Level 1 ([1]–[7])

AO1: 1 mark; AO2: 4 marks; AO3: 2 marks

The candidate demonstrates limited knowledge and understanding of the Elite and other theories of 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 marks; AO2: 8 marks; AO3: 4 marks**

The candidate demonstrates outline knowledge and understanding of the Elite and other theories of 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 marks; AO2: 12 marks; AO3: 6 marks**

The candidate demonstrates sound knowledge and understanding of the Elite and other theories of 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 marks; AO2: 16 marks; AO3: 8 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the Elite and other theories of 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 marks; AO2: 19 marks; AO3: 11 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the Elite and other theories of 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

The context of this question is the Marxist argument that ownership of the means of production is the basis of political power in all political systems. Marxists believe that it is the economically dominant class that rules and it does so in its own interests. Human history is one of ruling classes oppressing and exploiting the masses and capitalism is no exception. Modern capitalist democracies are now under the control of a global ruling class. When the interests of this class are threatened the reality of where power lies is revealed, as was demonstrated after 2008.

Elite Theorists dispute the view that wealth is the only basis of political power. There are many other potential sources of power as a consideration of real political systems reveals. These include military, religious, ethnic and traditional power.

Pluralists challenge the Marxist analysis by asserting that many political leaders do not come from a wealth owning background.

Wealth may have been the basis of power in the past but this is not so in contemporary democracies.

Feminists allege that Marxists, and others theories, are blind to male dominance of political power. Marxist Feminists do agree that a ruling class exists but argue that it is a male ruling class.

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

An answer that contains no evidence/examples can be awarded a maximum of Level 3.

An answer that contains no evaluation/balance can be awarded a maximum of Level 4.

An answer that refers to only one political system can be awarded a maximum of Level 3.

An answer that makes no explicit reference to theory can be awarded a maximum of Level 3.

Level 1 ([1]–[7])**AO1: 1 mark; AO2: 4 marks; AO3: 2 marks**

The candidate demonstrates limited knowledge and understanding of views of the connection between wealth and political 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 marks; AO2: 8 marks; AO3: 4 marks**

The candidate demonstrates outline knowledge and understanding of views of the connection between wealth and political 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 marks; AO2: 12 marks; AO3: 6 marks**

The candidate demonstrates sound knowledge and understanding of views of the connection between wealth and political 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 marks; AO2: 16 marks; AO3: 8 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of views of the connection between wealth and political 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 marks; AO2: 19 marks; AO3: 11 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of views of the connection between wealth and political 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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Option A**60**

Option B: Political Ideas**1 Background**

The view expressed in the Source is the Liberal perspective. The evidence for this in the Source is the argument that individuals have human rights as a result of them being human beings and that the state does not “grant” rights. In addition to the identification and explanation of this feature, candidates should identify and explain two other features of Liberal thinking. This could include the independence of the judiciary, the Rule of Law, freedom of the media, the need to limit and constrain the state.

(AO1: 6 marks; AO2: 3 marks)

[10]

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An answer that fails to refer to the Source a maximum of [8] can be awarded.

An answer that contains no evidence/examples can be awarded a maximum of [8].

2 Background

Conservative critics of Liberalism, going back to Edmund Burke, would argue that rights are not absolute but conditional. The stability of society and security of the state demand that rights must come second. This criticism is rooted in the Conservative rejection of the Liberal idea of rational human beings, an idea that is implicit in the Source. Conservatives believe that human beings are far from being rational and for this reason absolute rights should not be granted. If too much emphasis is put on natural rights the general good of society may be threatened. Socialist critics of Liberalism would argue that the Liberal notion of rights is a negative one that sees individuals as being free when free from state control. Socialists favour a positive notion of liberty that emphasises individuals being able to achieve their full potential without exploitation and oppression. Other relevant criticisms of the Liberal notion of rights are acceptable.

An answer that fails to refer to the Source can be awarded a maximum of Level 4.

An answer that refers to only one or two limitations can be awarded a maximum of Level 3.

An answer that contains no evidence/examples can be awarded a maximum of Level 3.

Level 1 ([1]–[3])

AO1: 1 mark; AO2: 1 mark; AO3: 1 mark

The candidate demonstrates limited knowledge and understanding of the criticisms of the Liberal idea of human rights 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 marks; AO2: 2 marks; AO3: 2 marks

The candidate demonstrates outline knowledge and understanding of criticisms of the Liberal idea of human rights 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 marks; AO2: 3 marks; AO3: 3 marks

The candidate demonstrates sound knowledge and understanding of the Liberal idea of human rights 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 marks; AO2: 4 marks; AO3: 4 marks

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the Liberal idea of human rights 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 marks; AO2: 5 marks; AO3: 5 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the Liberal idea of human rights 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]

15

3 (a) Background

In *Reflections upon the Revolution in France*, Burke attacked the French revolutionaries for completing abandoning custom and tradition. Their attempt to start from scratch was bound to end in disaster. Customs and tradition of the past were, for Burke, an essential guide to the operation of the state and society today and we ignored them at our peril. Customs and traditions represented the inherited wisdom of previous generations, gained from their experience of what worked and what did not. The present generation's task was to perpetuate the state and society and be guided by this wisdom in doing so. The French, with their wild ideas of human reason and absolute rights, saw no merit in anything of the past.

Critics of Burke allege that his ideas amount to a defence of the status quo and of inequalities of wealth and power. Burke in this view is a reactionary making the case for the persistence of regimes that were corrupt and undemocratic. Many of the British customs and traditions he sought to defend are, from a 21st century perspective, completely indefensible.

Weaker answers will display only a limited grasp of the bases of the arguments of *Reflections* and have limited concrete evidence.

Stronger answers will display more detailed knowledge and offer a broad range of evidence.

An answer that contains no evidence/examples can be awarded a maximum of Level 3.

An answer that contains no evaluation/balance can be awarded a maximum of Level 4.

An answer that refers to only one political system can be awarded a maximum of Level 3.

An answer that makes no explicit reference to theory can be awarded a maximum of Level 3.

Level 1 ([1]–[7])**AO1: 1 mark; AO2: 4 marks; AO3: 2 marks**

The candidate demonstrates limited knowledge and understanding of Burke's case for custom and tradition 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 marks; AO2: 8 marks; AO3: 4 marks

The candidate demonstrates outline knowledge and understanding of Burke's case for custom and tradition 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 marks; AO2: 12 marks; AO3: 6 marks

The candidate demonstrates sound knowledge and understanding of Burke's case for custom and tradition 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 marks; AO2: 16 marks; AO3: 8 marks

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of Burke's case for custom and tradition 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 marks; AO2: 19 marks; AO3: 11 marks

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of Burke's case for custom and tradition 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]

35

(b) Background

In the Manifesto Marx and Engels argue that capitalism is an immensely productive but at the same time unstable system. The dynamics of capitalism are such that capitalism will experience regular cycles of boom and bust. During each of these cycles wealth will become ever more polarised and the misery of the proletariat steadily increased. It is this misery that will drive the proletariat to revolt against the system and against their oppressors. 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 19th century had been replaced with a very different form of social democratic, welfare capitalism. The instability that the Manifesto predicted has largely been eliminated in late capitalism. The result is that inequality and unfairness steadily decreased during the 20th 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.

An answer that contains no evidence/examples can be awarded a maximum of Level 3.

An answer that contains no evaluation/balance can be awarded a maximum of Level 4.

An answer that refers to only one political system can be awarded a maximum of Level 3.

An answer that makes no explicit reference to theory can be awarded a maximum of Level 3.

Level 1 ([1]–[7])**AO1: 1 mark; AO2: 4 marks; AO3: 2 marks**

The candidate demonstrates limited knowledge and understanding of the analysis of capitalism put forward in the 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 marks; AO2: 8 marks; AO3: 4 marks**

The candidate demonstrates outline knowledge and understanding of the analysis of capitalism put forward in the 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 marks; AO2: 12 marks; AO3: 6 marks**

The candidate demonstrates sound knowledge and understanding of the analysis of capitalism put forward in the 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 marks; AO2: 16 marks; AO3: 8 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the analysis of capitalism put forward in the 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 marks; AO2: 19 marks; AO3: 11 marks

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the analysis of capitalism put forward in the 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]

Option B

Total

AVAILABLE
MARKS

35

60

60