



Rewarding Learning

ADVANCED
General Certificate of Education
2016

Government and Politics

Assessment Unit A2 2

Political Power and Political Ideas

[AQ221]

MONDAY 6 JUNE, MORNING

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**AVAILABLE
MARKS****1 Background**

The Source identifies the ability of citizens to exercise choice over those who govern them as a source of legitimacy and this should be explained. Candidates are also able to reverse the point about state control of the media to argue that a free media is a source of legitimacy. Candidates should identify and explain other possible sources of legitimacy from their own knowledge.

(AO1: 7 marks; AO2: 3 marks)

[10]

10

- If an answer makes no reference to the Source, a maximum of [8] can be awarded.
- If an answer contains no evidence, a maximum of [8] can be awarded.

2 Background

As with democracy, authoritarianism is very much in the eye of the beholder. However, there would appear to be a number of common features of regimes that are generally considered to be authoritarian. One of these is identified in the Source as control over the media. Candidates should seek to explain the purpose of this form of control and support the explanation with a relevant example. Another feature of an authoritarian system is the existence of restrictions on the democratic process, such as limitations on the choice of political parties available. Of course, some authoritarian systems dispense with elections altogether. Control over the judiciary and the absence of the rule of law are further features. However, candidates may refer to a range of other features.

- If an answer makes no reference to the Source, a maximum of Level 3 can be awarded.
- If an answer contains no evidence, a maximum of Level 3 can be awarded.
- If an answer makes no more than two factors/criticisms, a maximum of Level 3 can be awarded.

Level 1 ([1]–[3])

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

The candidate demonstrates limited knowledge and understanding of the features of an authoritarian 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 ([4]–[6])

AO1: 2 marks; AO2: 2 marks; AO3: 2 marks

The candidate demonstrates outline knowledge and understanding of the features of an authoritarian 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 ([7]–[9])**AO1: 3 marks; AO2: 3 marks; AO3: 3 marks**

The candidate demonstrates sound knowledge and understanding of the features of an authoritarian 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 ([10]–[12])**AO1: 4 marks; AO2: 4 marks; AO3: 4 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the features of an authoritarian 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 ([13]–[15])**AO1: 5 marks; AO2: 5 marks; AO3: 5 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the features of an authoritarian 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).

[15]

AVAILABLE
MARKS

15

3 (a) **Background**

Michels' statement that oligarchy is inevitable within any developed organisation identifies him as an Elite Theorist as it is such theorists that argue that the concentration of political power is an inevitable feature of all political systems. They believe that democracy is an impossible dream and that all political systems ultimately involve some form of oligarchy. Candidates should explain this theory with reference to other theorists such as Mosca, Pareto and Mills and any other relevant evidence or author.

Marxist theorists share this view but only up to a point. Marxists believe that class based societies, especially capitalism, involve the concentration of power in the hands of the ruling class. But this is not inevitable. If society is fundamentally altered, as it would be in a socialist system, then power can be shared by all and democracy would exist. Pluralist theorists reject the Marxist and Elite Theory views arguing that oligarchy is not a feature of liberal democratic systems. Such systems involve a democratic diffusion of power that disproves the view that the concentration of power is inevitable. Feminists would argue that an oligarchy exists within the vast majority of political systems but it is a patriarchal oligarchy.

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

- If an answer contains no evidence, a maximum of Level 3 can be awarded.
- If an answer is unbalanced, a maximum of Level 4 can be awarded.
- An answer that refers to only one political system can be awarded a maximum of Level 4.

Level 1 ([1]–[7])

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

The candidate demonstrates limited knowledge and understanding of the strengths and limitations of the Elite Theory analysis 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 strengths and limitations of the Elite Theory analysis 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).

AVAILABLE MARKS

Level 3 ([15]–[21])**AO1: 3 marks; AO2: 12 marks; AO3: 6 marks**

The candidate demonstrates sound knowledge and understanding of the strengths and limitations of the Elite Theory analysis 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 strengths and limitations of the Elite Theory analysis 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 strengths and limitations of the Elite Theory analysis 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]

AVAILABLE
MARKS

35

(b) Background

It is Pluralist Theorists who are most likely to take a positive view of western liberal democracy and to regard as the political system that is closest to the ideal of representative democracy. The existence of free and fair elections, open access to and competition for political power, the free operation of pressure groups and respect for civil and political liberties found in liberal democracies are what ensures that they are truly democratic. In practice, liberal democratic systems have many flaws and the diffusion of political power may be far from perfect. For example, some social groups may have much more power than others even though there is open access to power.

It is Marxists, Elite Theorists and Feminists who are likely to challenge the Pluralist perspective for different reasons. Candidates do not need to discuss all these critical perspectives but should refer to some critical evidence and theory.

Weaker answers will display only a limited grasp of different views of liberal democracy and have limited concrete evidence. Stronger answers will display more detailed knowledge and offer a broad range of evidence.

- If an answer contains no evidence, a maximum of Level 3 can be awarded.
- If an answer is unbalanced, a maximum of Level 4 can be awarded.
- If an answer refers to only one political system, a maximum of Level 4 can be awarded.

Level 1 ([1]–[7])

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

The candidate demonstrates limited knowledge and understanding of the Pluralist analysis 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 Pluralist analysis 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 Pluralist analysis 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 Pluralist analysis 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

AVAILABLE
MARKS

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 Pluralist analysis 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]

AVAILABLE
MARKS

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Option B: Political Ideas

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MARKS**1 Background**

The view expressed in the Source is the Socialist perspective. The evidence for this in the Source is the view that the state in capitalist society acts on behalf of the wealthy, protecting their interests against those of the mass of the population. In addition to the identification and explanation of this feature, candidates should identify and explain two other relevant features of Socialism.

(AO1: 7 marks; AO2: 3 marks)

[10]

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- If an answer makes no reference to the Source, a maximum of [8] can be awarded.
- If an answer contains no evidence, a maximum of [8] can be awarded.

2 Background

Critics of the Socialist analysis would argue that their view of the role of the state in capitalist societies is outdated and wrong. The arrival of democracy during the 20th century caused a fundamental shift in power. This resulted in a form of capitalism that served the whole of society and not just the bourgeoisie. The establishment of a welfare state, state health care and a meritocratic education system are all indicators that the state acts in the interests of the whole of society. The mass of the population are satisfied with modern capitalism and that is why there has been so little popular demand for change in spite of the economic crisis. This is a Social Democratic or Pluralist critique of the Socialist view of the capitalist state. Candidates should seek to criticise the view in the Source in addition to identifying other features of socialism for criticism.

- If an answer makes no reference to the Source, a maximum of Level 3 can be awarded.
- If an answer contains no evidence, a maximum of Level 3 can be awarded.
- If an answer makes no more than two factors/criticisms, a maximum of Level 3 can be awarded.

Level 1 ([1]–[3])

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

The candidate demonstrates limited knowledge and understanding of the criticisms of Socialism 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 the criticisms of Socialism 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 criticisms of Socialism 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 criticisms of Socialism 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 criticisms of Socialism 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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AVAILABLE
MARKS

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3 (a) Background

In *Reflections on the Revolution in France*, Burke attacked the French revolutionaries for completely abandoning custom and tradition. Their attempt to start from scratch was bound to end in disaster. The customs and traditions of the past were, for Burke, an essential guide to the operation of the state and society today and we ignore 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.

- If an answer contains no evidence, a maximum of Level 3 can be awarded.
- If an answer is unbalanced, a maximum of Level 4 can be awarded.

Level 1 ([1]–[7])

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

The candidate demonstrates limited knowledge and understanding of Burke's defence of 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 defence of 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).

AVAILABLE
MARKS

Level 3 ([15]–[21])**AO1: 3 marks; AO2: 12 marks; AO3: 6 marks**

The candidate demonstrates sound knowledge and understanding of Burke's defence of 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 defence of 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 defence of 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).

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(b) Background

As a liberal, John Stuart Mill believed that individuals had authority over their own lives. This was a principle advanced by earlier liberals such as John Locke and Tom Paine. The principle leads to the argument that the state should interfere as little as possible in the lives of individuals. However, Mill felt that democracy would create a new threat to liberty.

Mill's fear of the advent of the "tyranny of the majority" and the social oppression that this would create led him to propose his remedy in the "one very simple principle." He believed that if this defined the limits of state action then social tyranny would be avoided. In *On Liberty*, Mill seeks at length to demonstrate how the principle can work and can help to protect freedom of speech, action and collective action. The principle is sufficient to guarantee the liberty that Mill so deeply desires.

Critics of Mill argue that the principle is a deeply flawed one. The definition of “harm” is notoriously difficult, something that Mill goes some way to acknowledging. Conservatives would argue that Mill’s principle is based upon a false and optimistic view of human beings who are incapable of being “sovereign” individuals. Socialists would argue that Mill is concerned with the interests of an intellectual elite, like himself. His principle would do little to free the masses from exploitation.

- If an answer contains no evidence, a maximum of Level 3 can be awarded.
- If an answer is unbalanced, a maximum of Level 4 can be awarded.

Level 1 ([1]–[7])

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

The candidate demonstrates limited knowledge and understanding of Mill’s case for individual liberty 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 Mill’s case for individual liberty 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 Mill’s case for individual liberty 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 Mill’s case for individual liberty and uses this to fully address the requirements of the question. Accurate evidence

AVAILABLE
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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 Mill's case for individual liberty 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]

Total

AVAILABLE
MARKS

35

60