

New
Specification



Rewarding Learning

ADVANCED
General Certificate of Education
2018

Government and Politics

Assessment Unit A2 2

assessing

Political Power and Political Ideas

[AGP21]

THURSDAY 14 JUNE, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for GCE Government and Politics.

Candidates should be able to demonstrate:

- AO1** Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and debates.
- AO2** Analyse and evaluate political information, arguments and theories; identify parallels, connections, similarities and differences between the political systems studied.
- AO3** Construct and communicate coherent arguments making use of a range of appropriate political vocabulary.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17- or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses 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.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do 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 of a 17- or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or 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.

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

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 to 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.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is inadequate.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is satisfactory.

Level 4: Quality of written communication is good.

Level 5: Quality of written communication is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Inadequate): The candidate makes only a very limited selection and use of an appropriate form and style of writing. The organisation of material may lack any clarity and coherence. There is very little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is consistently unclear.

Level 2 (Limited): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear in places.

Level 3 (Satisfactory): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 4 (Good): The candidate makes a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 5 (High standard): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

Option A: Political Power

AVAILABLE
MARKS

Section A: The factors involved in the exercise of political power

- 1 Ideological control refers to control over ideas and how people think and interpret the world. This idea is primarily associated with Left wing critics of liberal democracy who argue that the masses in such systems are brainwashed, indoctrinated and deceived to believe that the social and political system is democratic and meritocratic when it is neither. The idea owes much to Marx's idea of "false consciousness."

Level 1 ([1])

The candidate offers a basic explanation of what is meant by the term 'ideological control'.

Level 2 ([2]–[3])

The candidate offers a more developed explanation of what is meant by the term 'ideological control.' An example may be included to support the response.

Level 3 ([4]–[5])

The candidate provides a full explanation of what is meant by the term 'ideological control.' A relevant example will be used to support the response.

- An answer that does not contain a relevant example can be awarded a maximum of 4 marks.

(AO1: [5] marks)

Any other valid information will be rewarded appropriately.

[5]

5

2 **Background**

The Source identifies that authoritarian states spend disproportionately large amounts on policing, secret policing and prisons. This then affects the amount of money available to spend on other state sectors such as health, education and welfare that may help to increase or decrease the legitimacy of the state.

A second problem with the extensive use of coercion is that the population become accustomed to such methods. As a result, the state has to constantly escalate the amount of force used in order to achieve the objective of popular obedience. This further undermines any idea that it has legitimate power.

Other limitations include possible economic and political isolation and sanctions by other states; the risk of a military coup; the possibility of a popular uprising. In addition, the availability of social media and the inability of states to fully control it is a potential limit on the use of coercive power.

Level 1 ([1])

The candidate identifies a valid limitation with little or no development.

Level 2 ([2]–[3])

The candidate identifies a valid limitation and offers a more developed explanation.

Level 3 ([4]–[5])

The candidate identifies a valid limitation and provides a full explanation.

Apply criteria for each valid limitation. One of the limitations identified must come from the Source, the other from own knowledge.

(AO1: [5] marks × 2)

- An answer that does not refer to the Source can be awarded a maximum of 8 marks.
- An answer that contains no evidence/example can be awarded a maximum of 8 marks.

Any other valid information will be rewarded appropriately. [10]

AVAILABLE
MARKS

10

3 Background

The level of coercion used in liberal democracies is relatively low, some argue, because such systems have legitimate authority. Candidates should outline some of the reasons why liberal democracies have legitimacy including regular, free and fair elections, a choice of political parties, opportunities to protest, a free media, a low level of corruption and the rule of law. As a result, the vast majority of the population support the state and do not have to be forced into obedience. The coercive power that is exercised by the state has the support of the vast majority of the population and is therefore 'legitimate coercion.' An alternative view, also present in the Source, is that the widespread use of ideological control leads to a passive and brainwashed population that do not need to be forced to obey. Weaker answers will have limited evidence.

Level 1 ([1]–[4])

The candidate demonstrates limited knowledge and understanding of the reasons why liberal democracies have low levels 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. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

Level 2 ([5]–[8])

The candidate demonstrates outline knowledge and understanding of the reasons why liberal democracies have low levels 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. 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. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

Level 3 ([9]–[12])

The candidate demonstrates satisfactory knowledge and understanding of the reasons why liberal democracies have low levels 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. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems.

Spelling, punctuation and grammar are satisfactory. 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.

Level 4 ([13]–[16])

The candidate demonstrates sound knowledge and understanding of the reasons why liberal democracies have low levels of coercion and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. 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.

Level 5 ([17]–[20])

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the reasons why liberal democracies have low levels 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. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. 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.

- An answer that fails to refer to the Source can be awarded a maximum of Level 3.
- An answer that contains no evidence/examples can be awarded a maximum of Level 3.

Any other valid material will be rewarded appropriately.

[20]

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Section A

35

AVAILABLE
MARKS

Section B: Theories of Power

AVAILABLE MARKS

- 4 The term “circulation of elites” is associated with Elite Theory and is the idea that, while elite rule is inevitable, political systems regularly see one elite group displaced by another. As those in power become lazy and corrupt, they become vulnerable to challenges from potential rivals, eager to take their place. So while elite rule remains a constant, the makeup of the elite is in a state of constant change.

Level 1 ([1])

The candidate offers a basic explanation of what is meant by the term ‘circulation of elites’.

Level 2 ([2]–[3])

The candidate offers a more developed explanation of what is meant by the term ‘circulation of elites.’ There may be some supporting evidence.

Level 3 ([4]–[5])

The candidate provides a full explanation of what is meant by the term ‘circulation of elites.’ Relevant evidence may support the response.

(AO1: [5] marks)

Any other valid information will be rewarded appropriately. [5]

5

5 (a) Background

The idea that wealth is the basis of political power is part of the socialist analysis and particularly the Marxist or Revolutionary Socialist view. Marx himself argued that ownership of the means of production had been the basis of power throughout history and this was also the case under capitalism. The bourgeoisie used its economic muscle to control the institutions of the state and use those institutions in their own interests, and against the proletariat. More recent socialists have debated exactly how the ruling class control the state but are agreed that it does so. Socialists produce extensive evidence to indicate the link between wealth and power throughout the world and candidates should present some of this evidence.

Critics of the Socialist analysis challenge the link between wealth and power and candidates should outline the alternative views of Pluralists, Elite Theorists and Feminists, specifically on how they reject the wealth equals power argument. For example, candidates may point out that Elite Theorists argue that there are multiple possible bases of political power, of which wealth is only one. These may include race, education and ethnicity.

Weaker answers will display only a limited grasp of the issue, have limited concrete evidence and lack balance. Stronger answers will display more detailed knowledge, offer a broad range of evidence and have better balance.

Level 1 ([1]–[7])

The candidate demonstrates limited knowledge and understanding of the Socialist view that wealth is the basis of 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. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

Level 2 ([8]–[14])

The candidate demonstrates outline knowledge and understanding of the Socialist view that wealth is the basis of 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. 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. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

Level 3 ([15]–[21])

The candidate demonstrates satisfactory knowledge and understanding of the Socialist view that wealth is the basis of 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. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. 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.

Level 4 ([22]–[28])

The candidate demonstrates sound knowledge and understanding of the Socialist view that wealth is the basis of political power and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. 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.

Level 5 ([29]–[35])

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the Socialist view that wealth is the basis of 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. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective

AVAILABLE
MARKS

comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. 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.

- An answer that is unbalanced can be awarded a maximum of Level 4
- An answer that contains no evidence/examples can be awarded a maximum of Level 3.

Any other valid material will be rewarded appropriately. [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 Pluralists have highlighted how some social groups may have much more power than others even though there is open access to power. Others are highly critical of the impact of the mass media upon popular opinion and voting habits.

It is Marxists, Elite Theorists and Feminists who are likely to challenge the Pluralist perspective for different reasons. All would challenge the central Pluralist idea of the diffusion of political power in liberal democracies, although from very different perspectives. Feminists, for example, would argue that there is still systematic exclusion of women from political power in most liberal democracies. 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 the issue, have limited concrete evidence and lack balance. Stronger answers will display more detailed knowledge, offer a broad range of evidence and have better balance.

Level 1 ([1]–[7])

The candidate demonstrates limited knowledge and understanding of the Pluralist analysis of 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. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

Level 2 ([8]–[14])

The candidate demonstrates outline knowledge and understanding of the Pluralist analysis of 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. 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. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

Level 3 ([15]–[21])

The candidate demonstrates satisfactory knowledge and understanding of the Pluralist analysis of 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. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. 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.

Level 4 ([22]–[28])

The candidate demonstrates sound knowledge and understanding of the Pluralist analysis of political power and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. 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.

Level 5 ([29]–[35])

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the Pluralist analysis of 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. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. 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.

- An answer that is unbalanced can be awarded a maximum of Level 4
- An answer that contains no evidence/examples can be awarded a maximum of Level 3.

Any other valid material will be rewarded appropriately. [35]

Section B

Total

**AVAILABLE
MARKS**

35

40

75

Option B: Political Ideas

Section A: Texts

**AVAILABLE
MARKS**

- 1** This statement refers to the argument in the Communist Manifesto that the working class would see their wages and conditions of life deteriorate under capitalism. This has been referred to as the “immiseration” of the proletariat. The effect of this will be that the conditions of the proletariat will become increasingly similar, eliminating class distinctions. This will then be the basis of united working class opposition to the capitalist system.

Level 1 ([1])

The candidate offers a basic explanation of what is meant by the phrase ‘the conditions of life within the ranks of the proletariat are more and more equalised.’

Level 2 ([2]–[3])

The candidate offers a more developed explanation of what is meant by the phrase ‘the conditions of life within the ranks of the proletariat are more and more equalised.’ An example may be included to support the response.

Level 3 ([4]–[5])

The candidate provides a full explanation of what is meant by the phrase ‘the conditions of life within the ranks of the proletariat are more and more equalised.’ A relevant example may be included.

(AO1: [5] marks)

Any other valid information will be rewarded appropriately.

[5]

5

2 Background

The Manifesto argues that capitalism will experience one crisis of overproduction after another because the productivity of capitalism is based upon the systematic exploitation of the working class. The proletariat are therefore unable to purchase the products that they create, leading to a crisis never seen before in human history: a crisis of overproduction. Through each crisis the conditions of the working class will get steadily worse as the work becomes more oppressive but their pay declines. This will lead to the growing realisation among the proletariat of the causes of their exploitation and to growing unity among them. This will, in turn, lead to growing opposition to capitalism by an increasingly united working class that will lead to the seizure of state power.

Level 1 ([1]–[3])

The candidate offers a basic explanation of what is meant by the Manifesto’s argument that a proletarian revolution was inevitable. There is limited or no use of the Source or own knowledge.

Level 2 ([4]–[7])

The candidate offers a more developed explanation of what is meant by the Manifesto’s argument that a proletarian revolution was inevitable. There is some use of the Source or own knowledge. If no reference is made to the Source, a maximum of 8 marks can be awarded.

Level 3 ([8]–[10])

The candidate provides a full explanation of what is meant by the Manifesto's argument that a proletarian revolution was inevitable. There is good use of the Source and own knowledge.

(AO1: [10] marks)

- An answer that does not refer to the Source can be awarded a maximum of 8 marks.

Any other valid information will be rewarded appropriately. [10]

AVAILABLE
MARKS

10

3 Background

Proletarian revolutions failed to take place in the most advanced industrial societies, contrary to the predictions made in the Manifesto. This is the basis of the argument that Marx and Engels did not understand capitalism or the working class. Rather than being a system out of control and prone to ever more severe economic crises as indicated in the Source, capitalism has become more stable and its crises less acute. Rather than the conditions of the working class getting worse, the proletariat are better off under capitalism than ever before. The Source predicts that class divisions within the proletariat will be eliminated by the logic of capitalism: in reality, such divisions have increased. Rather than the state serving the interests of the ruling class, the capitalist state has introduced reforms to restrain capitalism and to benefit the working class.

- An answer that fails to refer to the Source 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]–[4])

The candidate demonstrates limited knowledge and understanding of the Manifesto's prediction of proletarian revolution and how it has been criticised 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. There is little analysis and evaluation of information, arguments and explanations. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

Level 2 ([5]–[8])

The candidate demonstrates outline knowledge and understanding of the Manifesto's prediction of proletarian revolution and how it has been criticised 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. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

Level 3 ([9]–[12])

The candidate demonstrates satisfactory knowledge and understanding of the Manifesto's prediction of proletarian revolution and how it has been criticised 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. There is sound analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are satisfactory. 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.

Level 4 ([13]–[16])

The candidate demonstrates sound knowledge and understanding of the Manifesto's prediction of proletarian revolution and how it has been criticised and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are generally good. 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.

Level 5 ([17]–[20])

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the Manifesto's prediction of proletarian revolution and how it has been criticised 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. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are of a consistently high standard. 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.

Any other valid material will be rewarded appropriately.

[20]

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Section A

35

AVAILABLE
MARKS

Section B: Ideologies

AVAILABLE
MARKS

- 4 Natural rights refers to the idea that human beings, by virtue of being humans, have certain rights or entitlements. The idea emerged as part of the Enlightenment and was promoted by John Locke, among others. Supporters argue that rights should not be interfered with or removed by others and should be recognised and respected by the state. The idea is particularly, but not exclusively, associated with Liberal thinkers. Some of the most important rights include freedom of religion, of speech and from arbitrary arrest and imprisonment.

Level 1 ([1])

The candidate offers a basic explanation of what is meant by the term 'natural rights'.

Level 2 ([2]–[3])

The candidate offers a more developed explanation of what is meant by the term 'natural rights.' If no supporting example is given, a maximum of three marks can be awarded.

Level 3 ([4]–[5])

The candidate provides a full explanation of what is meant by the term 'natural rights.' A relevant example will be used to support the response.

(AO1: [5] marks)

Any other valid information will be rewarded appropriately.

[5]

5 (a) **Background**

A pessimistic view of human nature is one of the defining features of Conservative thought going back to Burke and beyond. Conservatives are often said to share the Christian view of humans suffering from original sin. For Conservatives, humans are weak, irrational and potentially wicked creatures. As a result, there is every possibility that a society can fall into a "state of nature", as described by Hobbes. The task for political leaders is therefore to avoid this possibility. Controlling humans requires strong law and order, the promotion of religious values, respect for custom and tradition and having political leaders who are capable of running society.

These ideas are still very much part of Conservative thinking but have been modified over time. Organic conservatives, while sharing these views, tend to adopt a more paternalistic view of humans as being more like children whose behaviour needs to be controlled. Libertarian Conservatives have incorporated elements of Liberal thinking. They, therefore, often adopt a "free market, strong state" approach, in which strong law and order is a central theme.

Other ideologies critique what they see as Conservatism's bleak and incorrect view of human nature. Socialists, for example, would argue that evil and anti-social human behaviour are often the product of the circumstances under which individuals are forced to live, particularly under capitalism.

Weaker answers will display only a limited grasp of the issue, have limited concrete evidence and lack balance. Stronger answers will display more detailed knowledge, offer a broad range of evidence and be better balanced.

- An answer that is unbalanced can be awarded a maximum of Level 4
- An answer that contains no evidence/examples can be awarded a maximum of Level 3.

Level 1 ([1]–[7])

The candidate demonstrates limited knowledge and understanding of the Conservative view of human nature 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. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

Level 2 ([8]–[14])

The candidate demonstrates outline knowledge and understanding of the Conservative view of human nature 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. 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. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

Level 3 ([15]–[21])

The candidate demonstrates satisfactory knowledge and understanding of the Conservative view of human nature 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. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. 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.

Level 4 ([22]–[28])

The candidate demonstrates sound knowledge and understanding of the Conservative view of human nature and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which

AVAILABLE
MARKS

displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

Level 5 ([29]–[35])

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the Conservative view of human nature 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. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. 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.

Any other valid material will be rewarded appropriately.

[35]

35

(b) Background

Liberals have long been deeply suspicious of the state and its capacity to undermine human freedom. This is because the ideology emerged under absolutist, monarchical systems in which freedom was denied to the vast majority. Having witnessed how individual liberty was denied under such circumstances, Liberals were eager to promote ideas that could limit state power. Central to these ideas were human rights and later democratic rights. As human beings had such rights, the state should not be allowed to take them away, a view put forward by Locke and Paine among others. Even when the state was controlled by the majority, there was still a possibility of the “tyranny of the majority”, as Mill argued.

These Classical Liberal views are still evident today. However, Modern Liberals are less hostile to the state and see a role for government in promoting positive rather than just negative liberty. For this reason, Modern Liberals have been willing to support some state intervention in the economy and in the form of welfarism.

Candidates should identify how both Conservatives and Socialists would attack the Liberal emphasis upon individual liberty. Conservatives attack the Liberal view of the potential of humans for rational action. Socialists argue that individual liberty does not consist simply of ensuring natural rights but requires the liberation of individuals from oppressive economic and social conditions.

Weaker answers will display only a limited grasp of the issue, have limited concrete evidence and lack balance. Stronger answers will display more detailed knowledge, offer a broad range of evidence and have better balance.

- An answer that is unbalanced can be awarded a maximum of Level 4
- An answer that contains no evidence/examples can be awarded a maximum of Level 3.

AVAILABLE
MARKS

Level 1 ([1]–[7])

The candidate demonstrates limited knowledge and understanding of the Liberal view of liberty and the role of the state 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. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

Level 2 ([8]–[14])

The candidate demonstrates outline knowledge and understanding of the Liberal view of liberty and the role of the state 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. 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. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

Level 3 ([15]–[21])

The candidate demonstrates satisfactory knowledge and understanding of the Liberal view of liberty and the role of the state 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. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. 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.

Level 4 ([22]–[28])

The candidate demonstrates sound knowledge and understanding of the Liberal view of liberty and the role of the state and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. 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.

AVAILABLE MARKS

Level 5 ([29]–[35])

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the Liberal view of liberty and the role of the state 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. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. 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.

Any other valid material will be rewarded appropriately.

[35]

AVAILABLE MARKS
35
40
75

35

Section B**40****Total****75**