

## Paper 2: UK Government mark scheme

### Section A: UK Government

Question number	Indicative content
1(a)	<p><b>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</b></p> <p>AO1 will be used by candidates to underpin their comparative analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers, showing comparative analytical and evaluative skills to address the question – such responses will be underpinned by their knowledge and understanding.</p> <p>Candidates should focus their comparison on analysing the different opinions in the source in terms of similarities and differences. They should look at the different approaches and views that arise from political information and show how these can form the basis for differing opinions.</p> <p><b>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that devolution should be extended to England:</b></p> <p>Agreement</p> <ul style="list-style-type: none"> <li>the source refers to 'asymmetric devolution'. This is evidenced by the data, which shows clear evidence of under-representation in England and over-representation in Northern Ireland – this links with the West Lothian question</li> <li>devolution in general moves power to the people, giving them more 'authority to propose local solutions', this connects to the ideas discussed when studying democracy and participation, and liberalism</li> <li>there is strong regional identity in various un-devolved parts of the UK such as Yorkshire or Cornwall, as well as some city regions such as Manchester and Birmingham</li> <li>Wilson argues that giving greater power to English local authorities would be an effective way of achieving devolution in England.</li> </ul> <p>Disagreement</p> <ul style="list-style-type: none"> <li>lack of demand, partly based on the relative weakness of regional identities in many areas of England shown in the 'rejection' of regional devolution, for example, in the North East</li> <li>English devolution would inevitably exacerbate not reduce the asymmetry of devolved powers referred to in the source</li> <li>there is a lack of agreement on what English devolution would look like in practice, which is implied by the different solutions discussed in the source</li> <li>local councils are not equipped to handle extensive powers and the proposal could be seen as predominantly an exercise in cost cutting.</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</b></p> <ul style="list-style-type: none"> <li>asymmetric devolution, evidenced by the West Lothian question is seen as challenging the legitimacy of Scottish, Welsh and Northern Irish MPs having a say in English affairs, and English devolution would reduce or remove this (AO2), therefore this strengthens the case for only English MPs having a say in their own country's affairs, as it would lead to a fairer system of government (AO3)</li> <li>the statistical part of the source demonstrates that devolution could correct the democratic deficit in England, where people are relatively under-represented (AO2), thus it would seem that this supports a case for greater devolution and there is a clear evidence based on lack of representation in England (AO3)</li> </ul>

Question number	Indicative content
1(a) (contd)	<ul style="list-style-type: none"> <li>the source is a report from a cross-party committee with a particular focus on constitutional reform, which arguably gives its views strong weight (AO2), if, therefore, there is strong support from experts across parties then this would support the view that devolution could be extended and that it would be a successful move and gain parliamentary support (AO3)</li> <li>Wilson's suggestion is a good compromise between allowing for more devolution whilst avoiding the problem of an English Parliament which would dominate the UK political system (AO2), this is a more pragmatic and realistic way of achieving English devolution by using and evolving the existing political system in local government (AO3).</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</b></p> <ul style="list-style-type: none"> <li>contrary to the argument in the source, devolution was rejected due to the English not wanting devolution because they lack of regional identity (AO2), this goes against the view that further devolution is needed and shows that it would not gain enough support and is, therefore, not worth undertaking (AO3)</li> <li>the potential dominance of England over the rest of the UK, if there is an English Parliament, particularly given the population imbalance highlighted in the statistical data, could threaten the existing consensus on devolution, which could, in turn, lead to the destabilising of the current system (AO2), so therefore further devolution would be a negative thing to happen in terms of the current UK constitutional settlement and should not be taken forward by the government (AO3)</li> <li>the source's view on why regional devolution in England failed could be seen as politically biased, since it is not universally accepted that it was due to a lack of power, as opposed to just lack of demand, but it was still a failure (AO2), so therefore further devolution could not be seen as a sensible thing to undertake, as it is fundamentally flawed and lacks any basis for success (AO3)</li> <li>the source does not give a clear justification for supporting one model of English devolution – to existing councils – over another and therefore is arguably not evidence based (AO2), thus this lack of clarity supports the view that further devolution is problematic and should not be taken forward (AO3).</li> </ul> <p>Candidates must consider both views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>do not</i> undertake any comparative analysis of the source and/or <i>have not</i> considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>Marks for analysis (AO2) and evaluation (AO3) should <b>only</b> be awarded where they relate to information in the source.</p> <p>Accept any other valid responses.</p>

In AO2 and AO3 political information means source.		
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1).</li> <li>• Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3).</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1).</li> <li>• Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3).</li> </ul>

Level	Mark	Descriptor
Level 5	25–30	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1).</li> <li>• Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>

Question number	Indicative content
1(b)	<p data-bbox="331 208 1098 237"><b>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</b></p> <p data-bbox="331 275 1380 432">AO1 will be used by candidates to underpin their comparative analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers, showing comparative analytical and evaluative skills to address the question – such responses will be underpinned by their knowledge and understanding.</p> <p data-bbox="331 468 1380 595">Candidates should focus their comparison on analysing the different opinions in the source in terms of similarities and differences. They should look at the different approaches and views that arise from political information and show how these can form the basis for differing opinions.</p> <p data-bbox="331 631 1396 759"><b>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that constitutional reforms in the UK since 1997 have been weak, incomplete and require further change:</b></p> <p data-bbox="331 761 486 790">Agreement</p> <ul data-bbox="331 792 1404 1173" style="list-style-type: none"> <li>• House of Lords reform reduced the number of hereditary peers but no peers are publically elected: it could be extended to remove all hereditary peers and create a wholly or mostly elected second chamber.</li> <li>• the Human Rights Act is currently un-entrenched and cannot be used to strike down statute laws: it could be strengthened to further limit the power of Parliament and the UK government</li> <li>• there is no UK Bill of Rights: which sets out the rights to be protected and enforced, only the Human Rights Act does this (which is not entrenched)</li> <li>• the source leads to the view that devolution is currently uneven throughout the UK and does not include England, it could be strengthened in the currently devolved areas and/or extended to England to create a more federal UK</li> </ul> <p data-bbox="331 1176 526 1205">Disagreement</p> <ul data-bbox="331 1207 1380 1498" style="list-style-type: none"> <li>• House of Lords reform retained the traditional role of the House of Lords while removing the hereditary element.</li> <li>• the source shows that the Human Rights Act clarifies the rights of citizens and allows for declarations of incompatibility</li> <li>• an entrenched Bill of Rights is not necessary as the UK has managed without one for a long period of time – the Human Rights Act provides sufficient protection</li> <li>• devolution has distributed substantial powers to those areas where there was demand</li> </ul> <p data-bbox="331 1534 1396 1597"><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</b></p> <ul data-bbox="331 1599 1412 2112" style="list-style-type: none"> <li>• the lack of election to the House of Lords limits the amount of democracy in the UK in comparison to other modern political systems, while the lack of universal electoral reform contributes to the same democratic deficit (AO2), this therefore promotes the need for further stronger reform as this is an updated institution that does not represent 21st-century society adequately (AO3)</li> <li>• the Human Rights Act does little to limit parliamentary sovereignty, and therefore by extension, government control. This connects to the liberal doctrine of the separation of powers, under which a strong division of control would be preferable (AO2), thus a strong division of control promotes the view that further reform is needed in order to curb parliament as it is better to have a mechanism to control power (AO3)</li> <li>• the lack of entrenchment makes the executive too powerful in that they can remove all protection for human rights through an ordinary Act of Parliament (AO2), this demonstrates that little has changed in terms of parliamentary sovereignty and the degree of government control, so that</li> </ul>

Question number	Indicative content
1(b) (contd.)	<ul style="list-style-type: none"> <li>devolution has created imbalance and unfairness for some citizens by granting more control of local affairs to others, which cannot reasonably be justified (AO2), this therefore supports the view for further reform as the current system is unfair and the country needs reform in order to be properly and equitably represented (AO3)</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</b></p> <ul style="list-style-type: none"> <li>constitutional reform has gone as far as people want it to and has struck a balance between tradition and modernisation – demonstrated, for example, by the public rejection of the Alternative Vote. This connects to the concept of direct democracy for constitutional reform (AO2), thus to push for stronger or more reform would go against public opinion, meaning that the balance achieved already would be lost and this would cause problems for the country (AO3)</li> <li>the Human Rights Act strikes a balance between parliamentary sovereignty and individual rights, which could both be seen as key aspects of the British Constitution (AO2), this consequently supports the view that further reform may not necessarily be needed and that strong reforms are not required, as this balance needs to be maintained (AO3)</li> <li>a Bill of Rights goes against the traditional evolutionary nature of the British Constitution (AO2), this is why Britain has proved more stable than other countries with a written Bill of Rights (AO3)</li> <li>the sources lead to the fact that devolution, including the different electoral systems, has been appropriate to the needs of different parts of the UK, which is preferable to a 'one size fits all' system (AO2), therefore calling for such an approach is not suitable while the current reforms are appropriate and have worked (AO3).</li> </ul> <p>Candidates must consider both views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>do not</i> undertake any comparative analysis of the source and/or <i>have not</i> considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>Marks for analysis (AO2) and evaluation (AO3) should <b>only</b> be awarded where they relate to information in the source.</p> <p>Accept any other valid responses.</p>

In AO2 and AO3 political information means source.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1).</li> <li>• Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3).</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1).</li> <li>• Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3).</li> </ul>

Level	Mark	Descriptor
Level 5	25–30	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1).</li> <li>• Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>



Question number	Indicative content
2(a)	<p><b>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</b></p> <p>This question requires candidates to draw on their knowledge and understanding of UK politics and relevant knowledge and understanding of UK politics and core political ideas (AO1), candidates will use this to underpin their analysis (AO2) and evaluation (AO3).</p> <p>AO2 and AO3 require candidates to develop their answers, showing analytical and evaluative skills to address the question – such responses will be underpinned by their knowledge and understanding.</p> <p><b>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that Parliament retains sole sovereignty within the UK political system:</b></p> <p>Agreement</p> <ul style="list-style-type: none"> <li>• Parliament retains legal sovereignty, giving it the ability to reclaim any of the powers given away to other institutions</li> <li>• Parliament was able to hold a referendum on the UK's withdrawal from the EU</li> <li>• all removal of power from Parliament has been set out and approved by Parliament, with clearly-defined limits such as the inability of the Welsh Assembly to determine taxation, of Supreme Court judges to strike down laws, or of the electorate to initiate national referendums</li> <li>• there was no question of Parliament implementing a more federal system of government by granting legal sovereignty to other bodies or entrenching their existence</li> </ul> <p>Disagreement</p> <ul style="list-style-type: none"> <li>• Britain's current membership of the European Union, under which EU law takes precedence over UK law</li> <li>• the devolution of power from Parliament to Scotland, Wales and Northern Ireland</li> <li>• the introduction of The Human Rights Act, interpreted by the Supreme Court, which is able to declare that laws are incompatible</li> <li>• the increased use of referendums rather than parliamentary decision on constitutional matters.</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</b></p> <ul style="list-style-type: none"> <li>• legal sovereignty has never been seriously challenged and is more significant than political sovereignty, since it cannot be given away by Parliament. (AO2), therefore Parliament clearly retains sole sovereignty and will continue to do so, as there is no serious threat (AO3)</li> <li>• the EU referendum emphasises this point, since it was called by Parliament and could in theory be overruled by Parliament (AO2), therefore this is a clear demonstration in practice that sovereignty power rests with Parliament rather than with the people (AO3)</li> <li>• the specific and limited nature of all devolution of power, as well as its reversibility, sets a clearly-defined limit to any loss of sovereignty (AO2), clearly, therefore, Parliament has retained its power despite regional devolution (AO3)</li> <li>• the intention of retaining the unitary nature of the UK constitution leads to the conclusion that it emphasises Parliament's ultimate sovereignty (AO2), as there is little support for reform of this aspect or a real threat to removing Parliament's sovereignty, which supports the case that it has retained it (AO3).</li> </ul>

Question number	Indicative content
2(a) (contd.)	<p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</b></p> <ul style="list-style-type: none"> <li>the difficulties posed by Britain's membership of the EU, and its potential departure, showcase the limitations on Parliament's political sovereignty. (AO2), thus it can be concluded that Parliamentary sovereignty can be threatened politically and that external factors can affect it considerably (AO3)</li> <li>devolution gives away large and significant areas of law making, and attempting to exercise sovereignty by reclaiming these powers would cause huge political controversy (AO2), therefore this is evidence that sovereignty can be lost politically to other institutions and that it does not lie solely with Parliament in the UK (AO3)</li> <li>the political difficulty of resisting the pressure of a declaration of incompatibility of the Supreme Court is a significant restriction on Parliament's ability to exercise sovereignty in practice (AO2), so this shows that their sovereignty can be restricted and that there are other institutions, such as the judiciary, that can exercise power over Parliament (AO3)</li> <li>the political difficulty of Parliament overruling a referendum vote reduces its sole sovereignty, although arguably the EU referendum result is leading to this idea being challenged (AO2), this confirms the view that Parliament does not have sole sovereignty, as it has not overruled the referendum results, and that the people have effectively exercised sovereignty on this issue (AO3).</li> </ul> <p><b>Candidates may refer to the following synoptic points:</b></p> <ul style="list-style-type: none"> <li>the shift in sovereignty from Parliament to devolved institutions links to the adoption of a more pluralistic democracy, particularly as it allows pressure groups more access points to exercise influence [UK Politics: Democracy and participation 1.3]</li> <li>the increasing use of referendums links to a shift from a wholly or predominantly representative democracy where Parliament is sovereign to a more direct democracy and where the people are sovereign [UK Politics: Democracy and participation 1.1 and Electoral systems 3.2]</li> <li>Britain's perceived loss of sovereignty to the EU is reflected in the growth of UKIP [UK Politics Political Parties 2.3]</li> <li>the changes could be seen as representing a more limited government: devolution, for example, is close to the principle of 'consent from below' [Core Political Ideas: Liberalism 1 Core ideas and principles].</li> </ul> <p>Candidates may also creditably discuss the extent to which a shifting balance of power between the UK government and Parliament affects parliamentary sovereignty, although this should not be the main focus of the response.</p> <p>Candidates must consider both views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>have not</i> considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>Candidates who do not make any synoptic points cannot achieve Level 5.</p> <p>Accept any other valid responses.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation. Makes limited synoptic points (AO1).</li> <li>• Limited analysis of aspects of politics with partial, logical chains of reasoning, which makes simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation. Makes some relevant synoptic points (AO1).</li> <li>• Some emerging analysis of aspects of politics with some focused, logical chains of reasoning, which make some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3).</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation. Makes generally relevant synoptic points (AO1).</li> <li>• Mostly focused analysis of aspects of politics with focused, logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation. Makes relevant and focused synoptic points (AO1).</li> <li>• Consistent analysis of aspects of politics, with coherent logical chains of reasoning, which make relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	25–30	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation. Makes convincing and cohesive synoptic points (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning, which make cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>

Question number	Indicative content
2(b)	<p><b>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</b></p> <p>This question requires candidates to draw on their knowledge and understanding of UK government and relevant knowledge and understanding of UK politics and core political ideas (AO1), candidates will use this to underpin their analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers, showing analytical and evaluative skills to address the question – such responses will be underpinned by their knowledge and understanding.</p> <p><b>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that the Government's control over Parliament has reduced in recent years:</b></p> <p>Agreement</p> <ul style="list-style-type: none"> <li>• the chairs of select committees being chosen directly by MPs rather than by government whips</li> <li>• the consultation of Parliament on military action, for example in Syria</li> <li>• the introduction of the Backbench Business Committee of which the chair must be a member of the opposition</li> <li>• the increased willingness of the House of Lords, which lacks a government majority, to delay government business, for example over proposed cuts to tax credits</li> </ul> <p>Disagreement</p> <ul style="list-style-type: none"> <li>• the small number of government defeats in recent years</li> <li>• there is little legislation not sponsored or supported by government that has become law</li> <li>• the increasing 'payroll vote' of ministers plus Parliamentary Private Secretaries</li> <li>• the imbalance of resources between government and Parliament in terms of staff and finances, and recent proposals, albeit abandoned, to reduce 'Short money'.</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</b></p> <ul style="list-style-type: none"> <li>• select committees are becoming increasingly independent of government, and the prominence given to select committee reports make this significant since negative publicity could force the government to act (AO2), therefore the government's control is reducing and other factors are affecting power and control, such as media attention (AO3)</li> <li>• the war in Syria represents increased consultation of Parliament over prerogative powers, which represent a significant source of government power (AO2), therefore proving that the government does not always have full control and control can be reduced as Parliament can play a greater role in deciding what the government does and provides an ultimate check on their policies and actions (AO3)</li> <li>• the Backbench Business Committee represents an increased ability of backbenchers to set parliamentary business and this reduces the extent to which government controls the parliamentary agenda (AO2), consequently this represents a clear reduction in control/power and points to the fact that backbenchers can exert power and control, and can influence decision making (AO3)</li> <li>• the increased proactivity of the House of Lords in amending or delaying legislation provides an extra parliamentary check on government and so limits their ability to push legislation through (AO2), therefore this is clear evidence that control has been reduced, that it does not rest solely with government and that the other House can affect their policies (AO3).</li> </ul>

Question number	Indicative content
2(b) (contd.)	<p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</b></p> <ul style="list-style-type: none"> <li>the small number of government defeats highlights the continued power of the whips, which is the cornerstone of their control of the House of Commons and also links to the fact that the electoral system usually delivers a clear government majority (AO2), thus it would be wrong to say that there has been a reduction as there is still a strong case for the government being in control and for them to resist attempts to reduce their control (AO3)</li> <li>the small proportion of non-government legislation demonstrates the government's continuing large degree of control over the parliamentary agenda, linking to the Conservative notions of hierarchy and authority (AO2), therefore this is a clear case for the government retaining its control over Parliament and links to the fact that power comes from the main source of authority, which in this case can still be said to be the government (AO3)</li> <li>the size of the payroll vote, giving incentives to individual members of Parliament to co-operate with government, highlights the government's power of patronage as a means of controlling individual members of parliament (AO2), consequently this demonstrates that, ultimately, government will always be able to limit any Parliamentary attempt to curb its control as the government has the ability to control MPs and to limit their role as representatives (AO3)</li> <li>the imbalance of resources makes it harder for Parliament to scrutinise government and therefore be independent of its control. Recent proposals, albeit abandoned, to reduce 'Short money' emphasise the significance of this point (AO2), thus it would be unfair to say that government control has reduced as it still retains a great deal of power and control over Parliament, and the system supports the continuation of this fact (AO3).</li> </ul> <p><b>Candidates may refer to the following synoptic points:</b></p> <ul style="list-style-type: none"> <li>the usual government majority in the House of Commons, and its impact on government control of Parliament, is reflected in the rarity of election results that do not produce a government with an overall majority [UK Politics: Voting behaviour and the media 4.2]</li> <li>the level of media scrutiny of both Parliament and government, which is shown not only in the continued focus on Prime Minister's Questions as a form of scrutiny but also increasingly on the work of select committees, acts to limit government control [UK Politics: Voting behaviour and the media 4.3]</li> <li>the extent of the increase in parliamentary scrutiny and the reduction in government control can be seen in a shift towards a model of 'limited government' with greater separation of powers [Core Political Ideas: Liberalism 1 Core ideas and principles']</li> <li>conversely relatively little has changed in the traditional relationship between government and parliament that has developed organically over several centuries, in that the government retains an inbuilt majority and control over the parliamentary programme. [Core Political Ideas: Conservatism 1 Core ideas and principles']</li> </ul> <p>Candidates must consider both views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>have not</i> considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>Candidates who do not make any synoptic points cannot achieve Level 5.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation. Makes limited synoptic points (AO1).</li> <li>• Limited analysis of aspects of politics with partial, logical chains of reasoning, which makes simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	7–12	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation. Makes some relevant synoptic points (AO1).</li> <li>• Some emerging analysis of aspects of politics with some focused, logical chains of reasoning, which make some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3).</li> </ul>
Level 3	13–18	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation. Makes generally relevant synoptic points (AO1).</li> <li>• Mostly focused analysis of aspects of politics with focused, logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	19–24	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation. Makes relevant and focused synoptic points (AO1).</li> <li>• Consistent analysis of aspects of politics, with coherent logical chains of reasoning, which make relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	25–30	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation. Makes convincing and cohesive synoptic points (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning, which make cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>



## Section B: Non-core Political Ideas

### Anarchism

Question number	Indicative content
3(a)	<p><b>AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</b></p> <p>AO1 will be used by candidates to underpin their analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers showing analytical and evaluative skills to address the question – such responses will be underpinned by their use of knowledge and understanding.</p> <p><b>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that individualist and collectivist anarchists disagree about the economy:</b></p> <p>Disagreement</p> <ul style="list-style-type: none"> <li>collectivists would abolish private property and replace it with collective ownership and cooperation (Bakunin) or mutualism (Proudhon) and this view is different to that of individualists</li> <li>collectivists identify private property and exploitation as restricting freedom (Proudhon), while individualists see monopolies and state intervention in the market as restricting freedom</li> <li>individualists argue for an unfettered, free market, based on the principle of private property, which is different to the view of collectivists.</li> </ul> <p>Agreement</p> <ul style="list-style-type: none"> <li>anarchists oppose the main economic systems of the 20th and 21st century,</li> <li>both state socialism and capitalism</li> <li>anarchists see the need for a future economic system where free individuals can manage their own affairs</li> <li>anarchists would abolish existing economic systems to create economic freedom.</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement:</b></p> <ul style="list-style-type: none"> <li>collectivist anarchists identify private property and exploitation as the core issues in the economy as they encourage selfishness, conflict and social disharmony (Proudhon), while the individualists see monopolies and state intervention in the market as the core issue as they restrict the reason and responsibility of the individual(AO2), this therefore highlights a core difference between the two strands in their analysis of the failures of existing economic models, leading to radically different views of economic freedom (AO3)</li> <li>collectivists envisage the abolition of private property to be replaced by collective ownership and cooperation (Bakunin) or ownership based on use or possession under mutualism (Proudhon), while individualists envisage an unfettered, free market, based on the principle of private property (AO2), consequently both believe only their own vision will create economic freedom and this therefore shows a clear and irreconcilable difference over their views on economic arrangements in the future society (AO3)</li> <li>collectivisation and cooperation will nurture the rational, cooperative and altruistic aspects of human nature (Bakunin), while the free market will nurture the rational, self-interested and autonomous aspects of human nature, leading to natural order, which is the underlying principle of the peaceful, stateless society (AO2), thus these two views are irreconcilable because of their fundamentally different viewpoints on the universal qualities of human nature (AO3).</li> </ul>

Question number	Indicative content
3(a) (contd.)	<p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement:</b></p> <ul style="list-style-type: none"> <li>• anarchists agree on their opposition to current economic systems, both socialism and capitalism, as economic freedom is a core principle for all anarchists, reflected by their role in the anti-capitalist movements since Seattle (AO2), so therefore this is a justifiable argument that anarchists' rejection of the state in any form remains fundamental to their analysis of the failure of economic systems today (AO3)</li> <li>• anarchists agree on the need for a future economic system where free individuals can manage their own affairs, which entails no state regulation or intervention in economic life, as the rejection of the state is the core principle of anarchism (AO2), thus there is a common goal in anarchist thinking to remove the state from its role in the economy by abolishing it (AO3)</li> <li>• anarchists agree that abolition of existing economic systems is needed to create economic freedom, which is essential to nurturing the positive aspects of human nature in order to realise the core principle of liberty (AO2), this, therefore, will allow a peaceful, stateless society to develop, which is the agreed goal of all anarchist thought (AO3).</li> </ul> <p>Candidates must consider both sides presented in the question. The judgement a candidate reaches about these sides should be reflected in their conclusion.</p> <p>Candidates who <i>do not</i> refer to specific thinkers from the specification and/or only consider <i>one</i> side cannot achieve beyond Level 2.</p> <p>Accept any other valid responses and use of other appropriate thinkers identified in the specification.</p>



Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1).</li> <li>• Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	5–9	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>
Level 3	10–14	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	15–19	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20–24	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>

Question number	Indicative content
3(b)	<p><b>AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</b></p> <p>AO1 will be used by candidates to underpin their analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers showing analytical and evaluative skills to address the question – such responses will be underpinned by their use of knowledge and understanding.</p> <p><b>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that individualist and collectivist anarchists disagree about human nature:</b></p> <p>Agreement</p> <ul style="list-style-type: none"> <li>• anarchists argue that human nature is plastic and moulded by society</li> <li>• anarchists hold an essentially positive view of human nature</li> <li>• anarchists believe in the universal potential for development of humanity and they believe that humans have universal qualities.</li> </ul> <p>Disagreement</p> <ul style="list-style-type: none"> <li>• collective anarchists believe that humans are altruistic and cooperative (Kropotkin)</li> <li>• individualist anarchists see humans as self-interested and competitive (M. Stirner)</li> <li>• anarchists disagree over how human universal qualities should be nurtured.</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement:</b></p> <ul style="list-style-type: none"> <li>• human nature is plastic, and the state and society have corrupted and tainted the nature of the ruled and rulers (Kropotkin), and this can explain human nature as it appears today (AO2), so consequently there is deep agreement in their opposition to the state in any form, which forms their key criticism of all current political systems (AO3)</li> <li>• anarchists' common belief in the universal potential for development, underpins their belief in spontaneous harmony and natural order, and this leads to the conclusion that the machinery of the state is not needed (AO2), therefore there is a unifying belief that a future peaceful, stateless society is not only desirable but possible (AO3)</li> <li>• anarchists believe that humans have universal qualities and the rejection of the existing state and societal structures will lead to a clear picture of what the universal qualities of human nature are (Goldman) (AO2), this shows clearly, therefore, that anarchists can agree on an optimistic/utopian view of human nature that humans are not perfect but are perfectible(AO3).</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement:</b></p> <ul style="list-style-type: none"> <li>• collective anarchists believe that humans are altruistic and cooperative (Kropotkin) in contrast to individualist anarchists, who see humans as self-interested and competitive (M. Stirner), and the clash over whether humans are cooperative or competitive is the key division over human nature (AO2), consequently this level of disagreement, therefore, is the key debate that splits the two strands in their ideas about the state, economy and society (AO3)</li> </ul>

Question number	Indicative content
3(b) (contd.)	<ul style="list-style-type: none"> <li>collectivist anarchists believe that our altruism is tainted by the competitive, capitalist state (Kropotkin), while individualist anarchists see the power of state and society as unjustifiable as it limits autonomy (M. Stirner), which emerges from the core disagreement over the universal qualities of human nature (AO2), therefore their fundamental divide on human nature defines their differing analyses of existing states and societies (AO3)</li> <li>for collectivists, common ownership (Kropotkin) or mutualism (Proudhon) will nurture humanity's altruism and cooperative qualities, while for anarcho-capitalists, the unfettered free market, and for egoists, the Union of Egos (M. Stirner), will allow autonomy to develop, and this emerges from the core disagreement over the universal qualities of human nature (AO2), thus this key division over human nature defines their differing views of the future, stateless, peaceful society (AO3).</li> </ul> <p>Candidates must consider both sides presented in the question. The judgement a candidate reaches about these sides should be reflected in their conclusion.</p> <p>Candidates who <i>do not</i> refer to specific thinkers from the specification and/or only consider <i>one</i> side cannot achieve beyond Level 2.</p> <p>Accept any other valid responses and use of other appropriate thinkers identified in the specification.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1).</li> <li>• Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	5–9	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>
Level 3	10–14	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	15–19	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20–24	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>

## Ecologism

Question number	Indicative content
4(a)	<p><b>AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</b></p> <p>AO1 will be used by candidates to underpin their analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers showing analytical and evaluative skills to address the question – such responses will be underpinned by their use of knowledge and understanding.</p> <p><b>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the agreement of views on the economy of deep- and shallow-green ecologists:</b></p> <p>Agreement</p> <ul style="list-style-type: none"> <li>many greens have concerns about consumerism, which is constantly generating new material desires</li> <li>many greens are concerned about industrialism with its emphasis on large-scale production, relentless growth and accumulation of capital</li> <li>greens support sustainability to protect the capacity of the ecological system to maintain its health over time.</li> </ul> <p>Disagreement</p> <ul style="list-style-type: none"> <li>shallow greens endorse reduced economic growth and weak sustainability, and tackle the issue of the environment from within capitalism</li> <li>shallow greens believe that material prosperity can be achieved and balanced with environmental costs</li> <li>deep greens support the limits to growth thesis, based on the finite capacity of the Earth.</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement:</b></p> <ul style="list-style-type: none"> <li>most greens agree that industrialism in its relentless pursuit of relentless growth (R Carson) will destroy the fragile ecosystem that maintains all life (AO2), this therefore unites all shallow- and deep greens in their criticism of the idea that there are unlimited possibilities for growth and wealth, endorsed by the core ideologies of socialism, conservatism and liberalism (AO3)</li> <li>many greens agree that consumerism generates excess demand in the economy, which drives the desire for material wealth and production (AO2), thus shallow- and deep greens are united in opposition to placing short-term economic goals above ecological concerns and viewing nature as a resource just to be exploited (R Carson), which represents strong common ground of agreement (AO3)</li> <li>many greens agree that the capacity of the ecological system to maintain its health over time must be protected, so human desires must be limited and the link between material consumption and happiness must be broken (E. F. Schumacher) (AO2), and consequently this unites all greens in placing sustainability as their core economic principle, which cannot be compromised (AO3).</li> </ul>

Question number	Indicative content
4(a) (contd.)	<p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement:</b></p> <ul style="list-style-type: none"> <li>• shallow greens believe limited economic growth will not threaten long-term sustainability (meet the needs of the present without compromising future generations) while deep greens reject outright the growth-based economic model as destructive of natural capital and sustainability (E. F. Schumacher) (AO2), thus leading to an irreconcilable division over whether any form of economic growth is sustainable, and this drives deep greens to question whether shallow greens are a strand of ecologism and are, in fact, just an add on to conventional ideologies (AO3)</li> <li>• shallow greens advocate that weak sustainability allows for the depletion of natural resources as long as general production is maintained, and there is a belief in technological solutions to issues of energy and natural resources, while deep greens believe in strong sustainability and that natural capital must be preserved and enhanced, as natural capital is crucial to the wellbeing of the ecosystem and human beings (AO2), therefore this highlights that while sustainability is the core principle of the greens, they fundamentally disagree as to what it means and how it is to be achieved (AO3)</li> <li>• shallow greens believe in sustainable economic growth, where material wealth can be balanced with environmental protection through modified or green capitalism while deep greens believe there are finite limits to growth that mean a transformation of society and the economy is needed (AO2), therefore leading to a fundamental difference in their view of the economic future, with deep greens promoting a post-industrial, zero-growth world of small-scale, decentralised and self-sufficient communes based on a radical transformation to environmental consciousness, which shallow greens see as politically impractical and unpalatable(AO3).</li> </ul> <p>Candidates must consider both sides presented in the question. The judgement a candidate reaches about these sides should be reflected in their conclusion.</p> <p>Candidates who <i>do not</i> refer to specific thinkers from the specification and/or only consider <i>one</i> side cannot achieve beyond Level 2.</p> <p>Accept any other valid responses and use of other appropriate thinkers identified in the specification.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1).</li> <li>• Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	5–9	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>
Level 3	10–14	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	15–19	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20–24	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>



Question number	Indicative content
4(b)	<p><b>AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</b></p> <p>AO1 will be used by candidates to underpin their analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers showing analytical and evaluative skills to address the question – such responses will be underpinned by their use of knowledge and understanding.</p> <p><b>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the views of ecologists over environmental ethics:</b></p> <p>Agreement</p> <ul style="list-style-type: none"> <li>• most ecologists view existing ethics as anthropocentric</li> <li>• most ecologists see the actions of humans as having wider environmental impacts, on future generations, other species or the entire ecosystem</li> <li>• most ecologists agree on the need to move ethics beyond traditional ethical thinking and communities to protect the environment.</li> </ul> <p>Disagreement</p> <ul style="list-style-type: none"> <li>• shallow greens extend human values to those yet to be born or animals</li> <li>• deep greens argue for an ecocentric approach based on intrinsic value</li> <li>• deep greens argue for biocentric equality/land ethic that broadens the community to include the Land (A. Leopold).</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement:</b></p> <ul style="list-style-type: none"> <li>• many greens agree that existing ethics are anthropocentric in that they are built around the pleasure, needs and interests of humans while human actions may be felt by future generations, other species or by the biotic community (AO2), and this creates a deep commitment among ecologists to extend ethics to the wider community in order to protect the environment and, consequently, this desire unifies them (AO3)</li> <li>• some greens endorse intergenerational equity because they will experience the impact of our present actions, such as the impact of fossil-fuel consumption on climate in the future (AO2), therefore leading to a new form of ethics, a key aim for all ecologists, by extending rights to future generations although there is still debate among ecologists as to whether it goes far enough (AO3)</li> <li>• some shallow greens extend rights to animals, as they are sentient beings, and see attempts to place human interests over those of animals as speciesism, which is a form of prejudice like any other (AO2), thus this broadens the ethical community, a key aim for all ecologists, however this agreement is weak as some may see the ethical community as too broad and some as not broad enough, so the support is not as strong as for other areas (AO3).</li> </ul>



Question number	Indicative content
4(b) (contd.)	<p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement:</b></p> <ul style="list-style-type: none"> <li>• shallow greens adopt new environmental ethics based on enriching anthropocentrism to extend human values to future generations or other species in order to protect the environment, while deep greens adopt an ecocentric approach based on the intrinsic value of all nature (Leopold), rather than a human instrumental value, as the only way to protect the biosphere (AO2), this therefore represents a fundamental and irreconcilable disagreement as deep greens refuse to accept any anthropocentric reasons for giving the environment value (AO3)</li> <li>• deep greens, going well beyond the ethics of shallow greens, argue for the transformation to an environmental consciousness where boundaries of the community are extended to the non-human world in the land ethic (Leopold) as the basis of new ethical thinking (AO2), while social ecologists regard this as utterly impractical, spiritual nonsense that will never be adopted, representing an irreconcilable split in ecologism (M. Bookchin)(AO3)</li> <li>• deep greens establish the idea of biocentric equality/land ethic where all beings in the biotic community have equal intrinsic value (Leopold), leading to a new form of ethics that extends to the non-human world such as soil, water and plants (AO2), consequently this represents deep disagreement, with many shallow greens arguing that intrinsic value is unrealistic, as it views humans as having no more rights than any other member of this broader community (AO3).</li> </ul> <p>Candidates must consider differing views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>do not</i> refer to specific thinkers from the specification and/or only consider <i>one</i> side cannot achieve beyond Level 2.</p> <p>Accept any other valid responses and use of other appropriate thinkers identified in the specification.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1).</li> <li>• Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	5–9	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>
Level 3	10–14	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	15–19	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20–24	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>

## Feminism

Question number	Indicative content
5(a)	<p><b>AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</b></p> <p>AO1 will be used by candidates to underpin their analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers showing analytical and evaluative skills to address the question – such responses will be underpinned by their use of knowledge and understanding.</p> <p><b>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that feminists disagree about the differing natures of men and women:</b></p> <p>Agreement</p> <ul style="list-style-type: none"> <li>• feminists agree that nature is a key factor in the oppression of women</li> <li>• feminists agree that this gender oppression can and should be overthrown</li> <li>• all feminists seek to advance the role of women based on their true nature</li> </ul> <p>Disagreement</p> <ul style="list-style-type: none"> <li>• equality feminists believe that human nature is androgynous and see gender as a social construct (Simone de Beauvoir) and seek a society that is gender neutral (bell hooks)</li> <li>• difference feminists disagree with equality feminists over how female emancipation can be achieved</li> <li>• difference feminists believe that men and women have different natures and believe that women should allow their female nature to flourish.</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement:</b></p> <ul style="list-style-type: none"> <li>• equality feminists disagree with difference feminists as they reject the idea that men and women have different natures, believing that women's biology should not determine their social position (De Beauvoir) whereas difference feminists believe that men and women are essentially different, stemming from biology (AO2), these two views are fundamentally different and therefore any agreement over the differing natures of men and women is unlikely as both come from different ideological positions (AO3)</li> <li>• difference feminists disagree with equality feminists over how patriarchy can be overthrown, difference feminists believe that liberation is achieved through difference whereas equality feminists believe gender stereotypes must be challenged (Millet) (AO2), this highlights the fundamental difference between the two strands and leads to different approaches as equality feminists see equality as the solution, whereas difference feminists see it as the problem, which does not lend itself to a common view or the two strands agreeing (AO3)</li> <li>• difference feminists reject the central premise of equality feminists, believing that equality feminism encourages women to be 'male identified' and perpetuates 'otherness' (De Beauvoir), whereas equality feminists believe society should be 'gender blind' (AO2), this difference in how women can be emancipated is stark and links back to their differing views on the nature of men and women, it clearly shows that the level of agreement is low and that there is a wide gap in their ideological perspectives on human nature (AO3).</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement:</b></p> <ul style="list-style-type: none"> <li>• feminists agree that the gender roles imposed on women by society ignore their true nature and that this imposes huge restrictions on women in many ways in society (AO2), this is an area of commonality, showing that feminists can agree on the significance of the nature of men and women and reject stereotypical gender roles imposed by society (AO3)</li> </ul>

Question number	Indicative content
5(a) (contd.)	<ul style="list-style-type: none"> <li>• all feminists agree on the need for a society where women are free to determine their own gender roles without society prejudging their nature and whereby women are free to take up any position in society (AO2), this shows a unifying belief within feminism that a gender-free society is not only desirable but possible (AO3)</li> <li>• feminists agree that only when women are encouraged to allow their true nature to evolve can they be truly emancipated and that it is essential for women to develop a positive relationship with their true nature (AO2), this clearly shows that there is agreement within feminism to encourage women to connect with their true nature (AO3).</li> </ul> <p>Candidates must consider differing views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>do not</i> refer to specific thinkers from the specification and/or only consider <i>one</i> side cannot achieve beyond Level 2.</p> <p>Accept any other valid responses and use of other appropriate thinkers identified in the specification.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1).</li> <li>• Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	5–9	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>
Level 3	10–14	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	15–19	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20–24	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>

Question number	Indicative content
5(b)	<p><b>AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</b></p> <p>AO1 will be used by candidates to underpin their analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers showing analytical and evaluative skills to address the question – such responses will be underpinned by their use of knowledge and understanding.</p> <p><b>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that feminists agree about the role of the state:</b></p> <p>Disagreement</p> <ul style="list-style-type: none"> <li>• liberal feminists believe that the state can play a role in promoting female emancipation (Friedan)</li> <li>• radical feminists believe that the state currently promotes the interests of patriarchy (Millett) and that the state could play a role in eradicating patriarchy in the public and private spheres</li> <li>• socialist feminists see the state as working in the interest of capitalism and patriarchy (Rowbotham).</li> </ul> <p>Agreement</p> <ul style="list-style-type: none"> <li>• all feminists recognise that the state does serve some useful purpose for women</li> <li>• socialist and radical feminists agree that the state does not primarily have the interests of women at heart</li> <li>• feminists believe that the state could be used more to enhance women's position in society.</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement:</b></p> <ul style="list-style-type: none"> <li>• liberal feminists disagree with other feminists, believing the state is key to female emancipation (Friedan), whereas radical feminists believe that an equal, legal framework is insufficient (Millett) (AO2), showing that there are clear differences between liberal and radical feminists over the role of the state in society, which does not seem to lend itself to any likely agreement in the future(AO3)</li> <li>• radical feminists disagree with other feminists over how the state serves women, believing that primarily it promotes patriarchy (Kate Millett), whereas socialist feminists believe it serves capitalism first and then patriarchy (Rowbotham) (AO2), therefore there are clear differences in socialist and radical feminists' views of the primary focus of the state, these are different enough that it is unlikely that their views will ever be similar, so there will always be disagreement (AO3)</li> <li>• radical feminists disagree with liberal feminists, believing that the state has a role to play in both public and private spheres by outlawing pornography, ensuring harsher punishment for domestic violence, rape and other crimes against women (Millett), whereas liberal feminists believe the state should concern itself only with discrimination in the public sphere (Friedan) (AO2), showing that this level of disagreement is fundamental and that it is an important distinction between the two about the way they see the role of the state (AO3).</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement:</b></p> <ul style="list-style-type: none"> <li>• feminists agree that the state does protect women's interests to an extent by outlawing discrimination and banning some practices that are harmful to women (AO2), therefore this unifying belief draws the strands together as feminists have a common desire to improve the role of women with the help of the state (AO3)</li> </ul>

Question number	Indicative content
<b>5(b)</b> <b>(contd.)</b>	<ul style="list-style-type: none"> <li>• socialist and radical feminists agree that, although the state serves some useful purpose for women, it is not structured to eradicate patriarchy from society, seeing it instead as providing minimal protection for women while allowing their unequal position to be maintained (AO2), this clearly shows agreement between feminists that the state does not serve the interests of women but instead serves patriarchy (AO3)</li> <li>• feminists agree that the state could be useful by enhancing women's position, showing that an improved role for women is at the heart of all feminism (AO2), this is a significant belief and shows agreement between the two, therefore proving that there are elements of harmony in their views on the state (AO3).</li> </ul> <p>Candidates must consider differing views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>do not</i> refer to specific thinkers from the specification and/or only consider <i>one</i> side cannot achieve beyond Level 2.</p> <p>Accept any other valid responses and use of other appropriate thinkers identified in the specification.</p>



Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1).</li> <li>• Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	5–9	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>
Level 3	10–14	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	15–19	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20–24	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>



## Multiculturalism

Question number	Indicative content
6(a)	<p><b>AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</b></p> <p>AO1 will be used by candidates to underpin their analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers showing analytical and evaluative skills to address the question – such responses will be underpinned by their use of knowledge and understanding.</p> <p><b>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent to which multiculturalists support diversity:</b></p> <p>Clear support</p> <ul style="list-style-type: none"> <li>liberal multiculturalists would argue that diversity is valuable by bringing to society a life and vitality that is good for everyone, and they endorse shallow diversity</li> <li>pluralist multiculturalists see individual identity as embedded in cultural context and they endorse deep diversity</li> <li>cosmopolitan multiculturalists view diversity as important in providing multiple identities.</li> </ul> <p>Limited support/different level of support</p> <ul style="list-style-type: none"> <li>there are different approaches to diversity because of different views of whether liberal democracy can support diversity</li> <li>there is a lack of agreement as to how far diversity should extend between liberal and pluralist multiculturalists</li> <li>cosmopolitan multiculturalists support diversity but do not regard it as a value in itself.</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of clear support:</b></p> <ul style="list-style-type: none"> <li>many liberal multiculturalists support diversity as it brings society more life and vitality as it creates cross-cultural dialogue and embeds a willingness to respect difference (AO2), however this support for diversity is limited to cultural practices, views and values that are compatible with liberal democracy and individual rights (AO3)</li> <li>many pluralist multiculturalists support diversity as individual identity is embedded in cultural context so respect for the individual must entail respect for their cultures and values (AO2), and consequently this is the basis for deep diversity as argued by Parekh, which extends far beyond the shallow diversity of liberal multiculturalists (AO3)</li> <li>cosmopolitan multiculturalists support diversity as it provides multiple cultural identities, from which individuals can mix and match in cultural hybridisation and become global citizens (AO2), thus this support for diversity is weaker as it is more about providing identities to choose from as a lifestyle choice rather than as a fundamental principle rooted in society and history (AO3).</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of limited/different support:</b></p> <ul style="list-style-type: none"> <li>liberal multiculturalists are supportive of diversity but are unwilling to compromise the principles of liberal democracy, whereas pluralists argue that liberal democracy provides a framework that restricts diversity and difference (AO2), this therefore creates a fundamental, ongoing disagreement over the extent of diversity and whether liberal values and liberal democratic structures should have priority over its rivals (AO3)</li> </ul>

Question number	Indicative content
6(a) (contd)	<ul style="list-style-type: none"> <li>many pluralists argue that the shallow diversity is confined by the acceptance of certain liberal values regarded as universal, which leads to the position of value pluralism advocated by Berlin, where all ideological stances and cultural positions are of equal merit (AO2), consequently, this creates a deep disagreement over whether different values and cultures should be protected if they are illiberal or oppressive (AO3)</li> <li>cosmopolitan multiculturalists support diversity for a very different reason, as it strengthens hybridity (multiple identities), which promotes a wider awareness of other peoples and the wider world(AO2), therefore although it can be justifiably argued that this may lead to the weakening of cultural distinctiveness and undermine diversity, which is seen as valuable by both liberal and pluralist multiculturalists(AO3).</li> </ul> <p>Candidates must consider differing views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>do not</i> refer to specific thinkers from the specification and/or only consider <i>one</i> side cannot achieve beyond Level 2.</p> <p>Accept any other valid responses and use of other appropriate thinkers identified in the specification.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1).</li> <li>• Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	5–9	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>
Level 3	10–14	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	15–19	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20–24	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>

Question number	Indicative content
6(b)	<p><b>AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</b></p> <p>AO1 will be used by candidates to underpin their analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers showing analytical and evaluative skills to address the question – such responses will be underpinned by their use of knowledge and understanding.</p> <p><b>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to how multiculturalist views of minority rights support integration:</b></p> <p>Clear support</p> <ul style="list-style-type: none"> <li>• multiculturalists endorse positive discrimination</li> <li>• multiculturalists support polyethnic rights</li> <li>• multiculturalists believe that minority rights are crucial to integration into society.</li> </ul> <p>Limited support/different level of support</p> <ul style="list-style-type: none"> <li>• some conservatives have criticised minority rights</li> <li>• some conservatives have criticised positive discrimination</li> <li>• minority rights are sometimes seen by liberal multiculturalists as clashing with individual rights.</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of clear support:</b></p> <ul style="list-style-type: none"> <li>• some multiculturalists endorse positive discrimination to tackle the social injustice of unfair disadvantages and under-representation in public life (W. Kymlicka), which can block integration into society(AO2), therefore minority rights can ensure the full and equal participation of all cultures in society and decision making, which is essential for integration (AO3)</li> <li>• some multiculturalists support polyethnic rights for immigrant minority communities, where they are religious or ethnic minorities, which may include legal exemptions from generally applicable law or bilingual education (AO2), consequently this will maintain their cultural identity and will provide fairer terms for integration in liberal democracies (W. Kymlicka) (AO3)</li> <li>• some multiculturalists enthusiastically endorse minority rights to promote integration as the liberal state, by promoting universal rights which do not recognise difference, marginalise or subordinate the minority culture(s) (C. Taylor), thus making minority cultures unable to integrate into society (AO2), so minority rights provide the protection for minority cultures, which enables individuals to have their identity recognised and fully integrate into society(AO3).</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of limited/different support:</b></p> <ul style="list-style-type: none"> <li>• some conservatives have criticised minority rights, arguing that they block integration into wider society, such as the right of Muslim women to wear the veil marking Muslims out as separate (AO2), this therefore shows that minority rights become a symbol of separateness, marking minorities out as different, thus leading to ghettoisation and segregation, not integration (AO3)</li> <li>• some conservatives have criticised positive discrimination, such as affirmative action in the USA, as unfair to the majority or demeaning to the minority (AO2), thus minority rights create a sense of inferiority in minorities and anger in the majority, which blocks integration (AO3)</li> </ul>

Question number	Indicative content
6(b) (contd.)	<ul style="list-style-type: none"> <li>minority rights are sometimes seen as clashing with individual rights, as in the case of the right of Muslim women to wear the veil, which some claim discriminates against women, directly reducing their integration into society (AO2), therefore this clash between universal rights, liberal rights and group rights remains a key source of tension in the debate over whether minority rights support integration (AO3).</li> </ul> <p>C Candidates must consider differing views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>do not</i> refer to specific thinkers from the specification and/or only consider <i>one</i> side cannot achieve beyond Level 2.</p> <p>Accept any other valid responses and use of other appropriate thinkers identified in the specification.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1).</li> <li>• Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	5–9	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>
Level 3	10–14	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	15–19	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20–24	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>

## Nationalism

Question number	Indicative content
7(a)	<p><b>AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</b></p> <p>AO1 will be used by candidates to underpin their analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers, showing analytical and evaluative skills to address the question – such responses will be underpinned by using their knowledge and understanding.</p> <p><b>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that nationalism is progressive:</b></p> <p>Is progressive</p> <ul style="list-style-type: none"> <li>• Liberal- and anti/post-colonial nationalism promotes mutual respect for nations and seeks independence for all (Rousseau)</li> <li>• Liberal- and anti-colonial nationalism sees nations as civic entities</li> <li>• Liberal nationalism and anti/post-colonialism both seek international harmony (Garvey), believing nation-states should be regulated by international law.</li> </ul> <p>Is not progressive</p> <ul style="list-style-type: none"> <li>• some types of expansionist nationalism breed feelings of intense patriotism, often leading to war (Maurras)</li> <li>• conservative and expansionist nationalism believes that nations are forged by having a shared history</li> <li>• conservative nationalism sees nations as ethnic entities (Herder), and expansionist nationalism as biologically distinct 'races', showing that they are not progressive.</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of progressiveness:</b></p> <ul style="list-style-type: none"> <li>• liberal- and anti-colonial nationalism agree that all nations are of equal worth and must have the right to self-determination and self-governance, seeking a future world of independent nation-states (AO2), therefore showing strong support in both strands for these progressive values and a desire to enable all nations to be autonomous entities (Mazzini), which is at the heart of both strands and unlikely to change (AO3)</li> <li>• civic forms of nationalism see nations in rational and inclusive terms seeking to break boundaries down and encouraging people to join nations that they seek to be a part of (AO2), consequently showing that within civic, inclusive forms of nationalism there is a desire to agree on the basic fundamentals of nationhood and that strands can work together to agree on this common progressive goal (AO3)</li> <li>• liberal nationalism and anti/post-colonialism seek international harmony by promoting a rational understanding of nationalism, whereby nations respect each other and their right to self-determination (AO2), therefore this unifying belief draws the two strands together as they have a common understanding of nationalism, showing huge areas of agreement between them both as a liberating, progressive force (AO3).</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of lack of progressiveness:</b></p> <ul style="list-style-type: none"> <li>• some forms of expansionist nationalism, e.g. integral nationalism, promote an irrational view of nationhood, encouraging the view that not all nations have the right to self-determination, which often leads to war (Maurras) (AO2), thus a core principle of these forms of nationalism is the desire to go to war against other nations, they cannot be seen as progressive as their main aim seeks to repress others (AO3)</li> </ul>



Question number	Indicative content
7(a) (contd.)	<ul style="list-style-type: none"> <li>conservative nationalism is based on a nostalgic view of the past, seeking to hold on to traditions and learning from the past, and expansionist nationalism is based on the re-establishment of past national greatness, often seeking to emulate regressive practices (AO2), therefore showing that they do not seek to look forward and work with other nations, and cannot be seen as progressive (AO3)</li> <li>ethnic forms of nationalism, like conservative and expansionist nationalism, see nations in irrational, more exclusive terms, believing each nation to have its own spiritual uniqueness (Herder), some expansionists see nations as biologically distinct 'races' leading to a hierarchy of races (AO2), thus showing that within ethnic, exclusive forms of nationalism there is a lack of desire to recognise other views of nationhood, and in some cases a desire to subjugate some nations, showing no interest in working towards a better future for all nations, this cannot be seen as progressive in any way (AO3).</li> </ul> <p>Candidates must consider differing views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>do not</i> refer to specific thinkers from the specification and/or only consider <i>one</i> side cannot achieve beyond Level 2.</p> <p>Accept any other valid responses and use of other appropriate thinkers identified in the specification.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1).</li> <li>• Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	5–9	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>
Level 3	10–14	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	15–19	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20–24	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>

Question number	Indicative content
7(b)	<p><b>AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</b></p> <p>AO1 will be used by candidates to underpin their analysis (AO2) and evaluation (AO3). AO2 and AO3 require candidates to develop their answers, showing analytical and evaluative skills to address the question – such responses will be underpinned by using their knowledge and understanding.</p> <p><b>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that nationalism supports self-determination for all:</b></p> <p>In support</p> <ul style="list-style-type: none"> <li>liberal nationalism supports self-determination as a universal right for all nations (Mazzini) and supports self-determination for nations, to ensure peace and international order (Rousseau)</li> <li>conservative nationalists believe self-determination provides stability and continuity within the nation (Herder)</li> <li>anti/post-colonialist nationalists see self-determination as the way to break free from imperialist domination (Garvey)</li> </ul> <p>Does not support</p> <ul style="list-style-type: none"> <li>expansionist nationalism does not support self-determination for all nations, believing that only some nations warrant it</li> <li>conservative nationalism recognises the importance of self-determination as a way of binding the nation together without seeing it as necessary for all nations</li> <li>expansionist nationalism sees society as an unending struggle between nations as survival of the fittest.</li> </ul> <p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the support:</b></p> <ul style="list-style-type: none"> <li>liberal nationalism and anti/post-colonial nationalists agree that self-determination is crucial for nation states to develop and form their own identity (AO2), therefore this shows that there is a desire to agree on the basic fundamentals of self-determination and that both strands can work together to support this common goal (AO3)</li> <li>conservative and liberal nationalists agree that self-determination promotes peace and order by allowing nations to decide what is in their own best interest, which avoids conflicts with other nations as independent nation states tend to respect other nation-states (AO2), this clearly shows that both strands can agree on fundamental aspects of self-determination and that independent nation-states have a positive aspect on society (AO3)</li> <li>anti/post-colonialist nationalists and liberal nationalists agree that self-determination is the way to break free from imperialist domination, (Garvey) believing self-determination advances freedom by rejecting the right of colonial powers to oppress their colonies for selfish advantage (AO2), consequently this unifying belief draws the two strands together and they have a common understanding of self-determination and what nation-states can achieve when they are free (AO3).</li> </ul>

Question number	Indicative content
7(b) (contd.)	<p><b>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the lack of support:</b></p> <ul style="list-style-type: none"> <li>• expansionist nationalism, because of its chauvinist views, is the only form of nationalism that rejects self-determination for all nations and is usually the perpetrator of imperialism (AO2), thus expansionist nationalists fundamentally disagree with other nationalists on the notion of self-determination for all, both sides believing that their own vision will create a better world, and shows a clear difference in the type of future society they want, which does not seem to lend itself to any likely agreement (AO3)</li> <li>• conservative nationalists' support for self-determination is more limited than liberal and anti/post-colonial nationalists as they are less concerned with the rights of other nations and more concerned with the cohesion of their own nation-state (AO2), therefore there is some justification in saying that on an important level there is disagreement in the extent to which, and reasons why, they support self-determination and this is likely to continue (AO3)</li> <li>• expansionist nationalism rejects the right of universal self-determination, as it sees society as a struggle between stronger nations and weaker nations; usually leading to war (AO2), consequently this level of disagreement is fundamental, showing that expansionist nationalists have totally different attitudes to self-determination (Maurras), that this is an important distinction between them and that disagreement is wide (AO3).</li> </ul> <p>Candidates must consider differing views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>do not</i> refer to specific thinkers from the specification and/or only consider <i>one</i> side cannot achieve beyond Level 2.</p> <p>Accept any other valid responses and use of other appropriate thinkers identified in the specification.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1).</li> <li>• Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2).</li> <li>• Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).</li> </ul>
Level 2	5–9	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2).</li> <li>• Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).</li> </ul>
Level 3	10–14	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2).</li> <li>• Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).</li> </ul>
Level 4	15–19	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2).</li> <li>• Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).</li> </ul>
Level 5	20–24	<ul style="list-style-type: none"> <li>• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1).</li> <li>• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).</li> <li>• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).</li> </ul>