



Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCE
In Politics (9PL0)
Paper 2: UK Government and Non-core
Political Ideas

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Paper 2: UK Government and Non-core Political Ideas mark scheme

Section A: UK Government

Guidelines for Marking Questions 1a and 1b
<p>AO1 (10 marks) Marks here relate to knowledge and understanding.</p> <p>They can be awarded for using the source and developing separate own knowledge.</p> <p>When the rubric states that candidates should 'use knowledge and understanding to help you analyse and evaluate' it means that candidates should use only knowledge and understanding from the source. Newly introduced own knowledge cannot form the basis for AO2 and AO3 points/marks.</p>
<p>AO2 (10 marks) 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>AO3 (10 marks) Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the analysis. They should be able to make and form judgments based on the source and they should reach reasoned conclusion.</p>
<p>Marks for analysis (AO2) and evaluation (AO3) should <i>only</i> be awarded where they relate to information in the source.</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 do not undertake any comparative analysis of the source and/or have not considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>Other valid responses are acceptable.</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"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • 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). • Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	7–12	<ul style="list-style-type: none"> • 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). • 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). • 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).
Level 3	13–18	<ul style="list-style-type: none"> • 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). • 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). • 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).
Level 4	19–24	<ul style="list-style-type: none"> • 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). • 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). • 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).
Level 5	25–30	<ul style="list-style-type: none"> • 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). • 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). • 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).

Question number	Indicative content Using the source, evaluate the view that there should be an elected House of Lords.
1(a)	<p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that there should be an elected House of Lords:</p> <p>Agreement</p> <ul style="list-style-type: none"> • The House of Lords is undemocratic, illegitimate. • The House of Lords is not full of experts and specialists. • The size of the current Lords is not acceptable. • An elected Lords will be a more legitimate check on the power of government. <p>Disagreement</p> <ul style="list-style-type: none"> • Its strength remains its membership, which is specialist, more independent and has more time than the Commons • The Lords plays a key role as a revising chamber. • There is no government majority unlike the Commons. • An elected House could increase the power of government or clash with the Commons, upsetting the constitutional system. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul style="list-style-type: none"> • By the very nature of being unelected and appointed the Lords is anti-democratic, especially in the case of Bishops, Archbishops and hereditary peers, who all have the right to vote on laws that impact the public but are unaccountable at the polling station (AO2), and this is simply not fit for purpose in a twenty first century democracy so it needs replacing with an elected House (AO3). • The Lords are not experts and specialists, most are just political appointees that reflect a system of cronyism (Lord Bamford) and many Peers are very controversial (Michelle Mone, Conrad Black, Lord Lebedev) (AO2) and this clearly undermines their ability to do their job and undermines public faith in democracy so it must be replaced by an elected House that can do its job (AO3). • The House of Lords which remains too bloated and expensive (£23m in expenses claims in 2018 to 2019) having grown from 700 peers in 2000 to over 800 now, (AO2) so a smaller, democratically elected House is necessary (AO3). • An elected chamber would be in a much stronger position to carry out the Lords' constitutional role by changing its membership and there would be no need to change its powers (AO2) showing that an elected House of Lords is now the right step for the UK (AO3) <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</p> <ul style="list-style-type: none"> • The Lords plays a key role as a revising chamber and spends the majority of its time on legislation where it debates, amends and revises bills it receives from the House of Commons (AO2), providing a crucial role in our democratic system and so is clearly fit for purpose showing an elected chamber is unnecessary (AO3). • The membership of the Lords is its strength; it is less partisan than the Commons, is more specialist and has more time and this strength is a product of its unelected nature (AO2) so it is clearly fit for purpose and an elected chamber would be unable to fill this role (AO3). • The key to the Lords is that there is no government majority, meaning the Lords is better placed than the Commons to check the government especially in a time when the UK is moving towards an elective dictatorship (AO2) suggesting an unelected

House of Lords is vital to UK democracy whilst an elected House might recreate the issues we see with the party majority in the House of Commons (AO3).

- The Lords does need reform, but replacement with an elected chamber would radically change the balance of power between the Executive and Parliament and the balance of power between the Commons and the Lords upsetting the UK constitution (AO2) so it is clear that some form of appointed, and therefore unelected chamber, is fit for purpose in the modern UK rather than an elected chamber (AO3).

Accept any other valid responses.

Question number	Indicative content Using the source, evaluate the view that constitutional reform since 1997 has been a success.
1(b)	<p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that constitutional reform since 1997 has been a success:</p> <p>Agreement</p> <ul style="list-style-type: none"> • Devolution can be seen as a success. • Electoral reform has created more legitimacy for devolved bodies and increased trust in elections. • The Human Rights Act and has rebalanced the constitution and protected rights. • The Constitutional Reform Act has created a separation of power and more effective checks and balances. <p>Disagreement</p> <ul style="list-style-type: none"> • Devolution has failed to rebuild faith in the United Kingdom. • Low turnout in devolved elections undermines legitimacy whilst voter ID may have a negative impact on turnout. • The Human Rights Act remains controversial. • The Supreme Court has been seen as too political and the use of judicial review as excessive. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul style="list-style-type: none"> • The process of devolution, under Labour, the Tories and Coalition, can be seen a success as it has delivered decentralisation has been widely supported by the public (AO2), showing that constitutional reform has been a success across the UK by making politics more democratic (AO3). • Electoral reform with the introduction of AMS and STV for devolved bodies has created far more democratic and representative bodies increasing their legitimacy whilst Voter ID will increase trust in general elections (AO2) showing how constitutional reform has improved the quality of democracy and faith in democracy in the UK (AO3). • The Human Rights Act has clearly rebalanced the constitution to protect the rights of citizens by clarifying them in one document and allowing individuals to take public bodies to Court in the UK for infringing their rights (AO2) showing that the constitutional reform has strengthened the UK constitution by putting in place more effective checks on the power of government (AO3). • The Constitutional Reform Act has created a Supreme Court which has shown itself effective in upholding checks and balances (Miller cases, Scottish Independence Referendum) (AO2) showing the success of constitutional reform since 1997 as there is now a more effective separation of powers in line with most modern democracies (AO3). <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</p> <ul style="list-style-type: none"> • Devolution has led to more division in the UK, with the rise of support for independence especially since Brexit whilst the lack of representation for England, especially since EVEL was reversed, is problematic (AO2), showing how constitutional reform has been deeply problematic rather than a success by creating new challenges to the constitutional settlement that have not been answered (AO3). • Turnout in devolved elections has been lower than general election suggesting they have done little to improve legitimacy and democracy whilst Voter ID is likely to

depress already low voter turnout in general elections, in particular lowering the vote within already marginalised groups (A02), reflecting that constitutional reform has so far done little to boost the democracy and faith in politics in the UK (A03).

- The Human Rights Act has become deeply controversial, being seen as limiting the ability of democratically elected governments to deliver on their promises and protect national security (A02) reflecting that constitutional reform has not been a success as it has limited the power of the democratically elected government to deliver its mandate (A03).
- The Court is seen by many as too political and overstepping its constitutional role (Miller cases) and the rise of judicial review is seen as a way for those who lost the debate to frustrate the will of the elected government and create endless, expensive delays (A02) showing that the constitutional reform has effectively upset the delicate balance of powers that had developed slowly over time (A03).

Accept any other valid responses.

Guidelines for Marking Questions 2a and 2b**AO1 (10 marks)**

Marks here relate to knowledge and understanding. It should be used to underpin analysis (AO2) and evaluation (AO3).

AO2 (10 marks)

Candidates should form analytical views which support and reject the view presented by the question.

AO3 (10 marks)

Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the prior analysis. They should be able to make and form judgments and they should reach reasoned conclusion.

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 conclusions.

Candidates who have not considered both views in a balanced way cannot achieve marks beyond Level 2.

Candidates who do not make any synoptic points cannot enter Level 5

Other valid responses are acceptable.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> • 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). • Limited analysis of aspects of politics with partial, logical chains of reasoning, which makes simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	7–12	<ul style="list-style-type: none"> • 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). • Some emerging analysis of aspects of politics with some focused, logical chains of reasoning, which make some relevant connections between ideas and concepts (AO2). • 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).
Level 3	13–18	<ul style="list-style-type: none"> • 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). • Mostly focused analysis of aspects of politics with focused, logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2). • 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).
Level 4	19–24	<ul style="list-style-type: none"> • 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). • Consistent analysis of aspects of politics, with coherent logical chains of reasoning, which make relevant connections between ideas and concepts (AO2). • 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).
Level 5	25–30	<ul style="list-style-type: none"> • 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). • Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning, which make cohesive and convincing connections between ideas and concepts (AO2). • 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).

Question number	Indicative content Evaluate the view that sovereignty does not lie in Parliament alone.
2(a)	<p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that sovereignty lies in Parliament alone:</p> <p>Agreement</p> <ul style="list-style-type: none"> • Devolution acts as a political limit on the sovereignty of parliament. • In the UK the idea of an elective dictatorship means that political sovereignty really lies with the Executive. • Judicial decisions regarding the Human Rights Act provide a real political limit on the power of parliament. • Referendums show that popular sovereignty can act a real, political restraint on the sovereignty of parliament. <p>Disagreement</p> <ul style="list-style-type: none"> • Parliament is and has always been legally sovereign as there is no limit on its ability to make or unmake any law. • Parliament is legally sovereign, and the Executive has to rely on parliament to pass laws. • Parliament can overturn the HRA, and is not obliged legally to act on any decision regarding incompatibility by the Supreme Court. • Parliament has to pass an Act to create a referendum, setting the question, and does not legally have to abide by the result. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul style="list-style-type: none"> • Devolution clearly limits political sovereignty where devolved bodies have competency; the UK has become a quasi-federal system and devolved bodies created as a result of referendums can realistically only be removed via referendum (AO2), showing that parliament is no longer politically sovereign as it is operating in a quasi-federal system where devolution is partially entrenched (AO3). • The UK has an elective dictatorship, which refers to the fact that Parliament's legislative programme is determined by the government due to majoritarian, first-past-the-post electoral system, their control of the timetable in the Commons and the imposition by the whips of party discipline on the governing party's majority (AO2) showing that parliament is no longer politically sovereign as power has effectively passed to the Executive branch in the modern UK (AO3). • Realistically parliament feels that it has to act on decisions by the courts, changing legislation to meet those decisions (Keidan case, The Prevention of Terrorism Act 2005) (AO2) reflecting that human rights law and Court decisions due to their moral power are a real restriction on parliamentary sovereignty (AO3). • Referenda are a form of popular sovereignty, and parliament cannot realistically refuse to implement the wishes of the public (EU referendum) whilst referendums are now expected for any significant constitutional changes (AO2) reflecting that referendums have emerged since 1997 as a real limit on parliamentary sovereignty (AO3). <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</p> <ul style="list-style-type: none"> • Parliament has always been legally sovereign, as it showed in the passing of the EU Withdrawal Act to repeal the European Communities Act 1972 and could at any time

repeal the Acts of devolution and acts passed by devolved bodies can be vetoed if they contradict UK constitutional law passed by parliament (AO2), and the recent EU Withdrawal Act has made it clear that sovereignty lies in parliament. (AO3).

- Parliament is legally sovereign, and the Executive relies on parliament to pass law as T May found out with her Brexit legislation (AO2) showing that ultimately parliament remains sovereign when it comes to the making or unmaking of any law (AO3).
- The Human Rights Act is an act of parliament that can be repealed at any time, the Courts cannot strike down an act of parliament for breaking the HRA and parliament can decide how to respond to any court decisions that declare an act of parliament incompatible with the HRA (AO2) showing that ultimately parliament is sovereign as no Court can strike down an Act of Parliament (AO3).
- Referenda are created by acts of parliament (EU and Scottish Independence) and the results are not legally binding on parliament (AO2), reflecting that ultimately parliament controls when referenda are used, what they are used for as well as how to respond to the results showing the sovereignty lies in parliament. (AO3).

Candidates may refer to the following synoptic points:

- First Past the Post tendency to deliver strong, one party governments means that political sovereignty can be seen to have passed to the Executive branch.
- Political Parties – party disciplining of the Commons can be seen to remove political sovereignty from Parliament.
- Human Rights Act – the Act works as a moral limit on the sovereignty of parliament.
- Referendums – popular sovereignty acts a real limit on the political sovereignty of parliament.

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.

Accept any other valid responses.

Question number	Indicative content Evaluate the view that the government's control of the House of Commons has weakened in recent years.
2(b)	<p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that the government's control of the House of Commons has weakened in recent years:</p> <p>Agreement</p> <ul style="list-style-type: none"> • Backbenchers have become increasingly rebellious. • The Wright reforms and the Backbench Business Committee and reforms to Select Committees have increased the power of the Commons. • PMQs moved from 30 minutes a week to 45 post 2009, whilst there has been an increased use of Urgent Questions and Humble Addresses to hold the government to account. • The nature of election results has increased the power of backbenchers. <p>Disagreement</p> <ul style="list-style-type: none"> • The UK has an elective dictatorship, which refers to the fact that Parliament's legislative programme is determined by the government. • Ministers and Prime Ministers have made use of the royal prerogative. • Prime Ministers have acted in an increasingly presidential style. • The 2019 majority has seen the return to a more dominant Executive. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul style="list-style-type: none"> • Backbenchers have become increasingly rebellious with party discipline much harder to enforce (Brexit, Covid, Fire Safety and Police and Crime Bills) making it far harder for governments to pass their legislation without meaningfully listening to MPs from across the parliamentary party (AO2), showing that the government's control over the Commons has weakened in recent years as they have found controlling their parliamentary party extremely challenging (AO3). • The Wright reforms mean that the Backbench Business Committee has allowed MPs for the first time to schedule their own backbench debates and changes to select committees have no doubt increased their authority and public profile (AO2) showing how the government's power over the Commons has weakened since 2009 due to the changes in how the Commons works (AO3). • PMQs lengthened and the number of Urgent Questions granted grew under Speaker Bercow whilst the Official Opposition has used Humble Addresses in recent times; all have increased the power of the backbenches and Official Opposition to hold the government to account (AO2) showing that the Commons has become an increasingly effective check on the power of the government (AO3). • In the last four elections, there has been one Coalition, one small majority government and a minority government; in particular under T May, the Commons showed it would not just accept government control and since then the government has struggled to impose discipline on the House (AO2) showing how the power of the government has increasingly weakened due to the political circumstances that they have faced (AO3). <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</p> <ul style="list-style-type: none"> • Parliament's legislative programme is determined by the government due to the first-past-the-post electoral system, their control of the timetable in the Commons and the imposition by the whips of party discipline on the governing party's majority

(AO2), showing that the government continues to dominate the Commons as it can limit the impact of rebellious backbenchers. (AO3).

- Ministers and Prime Ministers have made increasing use of the Royal Prerogative (proroguing parliament, May and intervention in Syria, the growing size of the payroll vote); this executive power is uncheckable by the Commons (AO2) showing that the government remains dominant over the Commons by using its powers in such a way that it can sideline the Commons (AO3).
- The Prime Minister has become increasingly presidential, with policy and decisions often communicated direct to the people rather than the Commons and the increasing use of SPADs leading to a weakening of the normal channels of accountability to the House (AO2) showing that the government remains dominant in recent times with power increasingly centralised in the hands of the PM (AO3).
- The 2019 election saw the return to a larger majority government, and despite changes in PM, the government has been able to push its agenda whilst rebellions from backbenchers are more likely when they know it won't defeat the government due to the size of the majority (AO2) reflecting that the government is now dominant over the House in the current parliament (AO3).

Candidates may refer to the following synoptic points:

- FPTP generally creates strong and stable, one party governments that are able to dominate the Commons as we saw in the 2019 election. Smaller majority governments, minority governments or Coalition governments can be considered weaker.
- Political Parties - the role of the whip, mandate and manifesto and how united a party is can all impact on the government's control of the Commons.
- The Media's focus on the PM creates the impression of an increasingly Presidential system of government in the UK.

Accept any other valid responses.

Section B: Non-core Political Ideas

Anarchism

Guidelines for Marking Questions 3a–3b
AO1 (8 marks) Marks here relate to knowledge and understanding. It should be used to underpin analysis (AO2) and evaluation (AO3).
AO2 (8 marks) Candidates should form analytical views which support and reject the view presented by the question.
AO3 (8 marks) Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the prior analysis. They should be able to make and form judgments and they should reach reasoned conclusions.
Candidates must consider both sides presented in the question. The judgement a candidate reaches about these sides should be reflected in their conclusion. Candidates who <i>do not</i> refer to specific thinkers from the relevant section of the specification in the question raised and/or only consider one side cannot achieve beyond Level 2. Accept any other valid responses.

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

Question number	Indicative content To what extent are collectivist anarchism and individualist anarchism united over the idea that anarchy is order?
3(a)	<p data-bbox="328 264 922 297">AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</p> <p data-bbox="328 338 1426 443">Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that collectivist anarchism and individualist anarchism is united over the idea that anarchy is order:</p> <p data-bbox="328 450 472 483">Agreement</p> <ul data-bbox="336 488 1406 842" style="list-style-type: none"> • All anarchists wish to see the overthrow of the state is necessary to create order as the state corrupts human nature. • All anarchists see the state acting in a way to limit or restrict liberty and economic freedom, which is the basis of order. • All anarchists see the state as the creator of disorder not order and believe in a peaceful, stable, stateless society. • Disagreement • There is disagreement over the process of bringing an end to the state. • There is disagreement over why the state should be rejected. • There is a disagreement over the nature of the stateless society. <p data-bbox="328 920 1342 983">Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement:</p> <ul data-bbox="336 990 1430 1384" style="list-style-type: none"> • All states are immoral (Goldman), oppressive and coercive bodies that corrupt and distort human nature creating greed, corruption and destroying autonomy creating disorder (AO2), so the state in whatever form must be rejected if anarchy is order is to be achieved so that human nature can flourish. (AO3). • Anarchists see the state as removing the creativity and prospects for liberty (Stirner) and economic freedom (Kropotkin) which are essential for order (AO2) and only by abolishing the state can liberty be realised and order achieved through anarchy (AO3). • The state is the defender and perpetuator of inequality and division in society - government is the creator of disorder not order (Proudhon) (AO2) so the state must be rejected for spontaneous, natural order to grow (AO3). <p data-bbox="328 1424 1342 1487">Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement:</p> <ul data-bbox="336 1494 1430 2069" style="list-style-type: none"> • While anarchists agree on the rejection of the state, there is disagreement over the approach from anarchism with the individualist tradition of insurrection associated with Stirner, and the debate within collectivism over the violent overthrow of the state associated with Bakunin or the non-violent ideal of building the seeds of the new society in the shell of the old (Proudhon) (AO2), showing very clear differences in how the state should be rejected in order to create the new anarchist world (AO3). • Individualist anarchists advocates the view that the state limits the autonomy of the individual and that social order will be based on the association of free individuals (Stirner), whereas collectivist anarchists see the state as protecting private property and inequality and social order will emerge from cooperation and mutual aid (Kropotkin) (AO2) showing clear differences between the strands over why the state must be rejected and how anarchy as order will emerge (AO3). • Some individualist anarchists saw the stateless society as a Union of Egoists (Stirner), whilst anarcho-capitalists see a society ordered by the market whilst collectivists tend to favour some form of federation of self-managing communes based around anarcho-communism (Kropotkin) or mutualism (Proudhon) (AO2)

showing clear divisions both within strands and between them over what the new anarchy will look like (AO3).

Accept any other valid responses.

Question number	Indicative content To what extent do collectivist and individualist anarchism disagree on liberty?
3(b)	<p>AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that collectivist and individualist anarchism disagrees on liberty:</p> <p>Agreement</p> <ul style="list-style-type: none"> • All Anarchists agree liberty is incompatible with any form of political authority in the state, society or the economy. • All anarchists agree that liberty is critical to human nature. • All anarchists agree that liberty is crucial to the idea that anarchy is order. <p>Disagreement</p> <ul style="list-style-type: none"> • There is disagreement over what liberty means in practice. • There is a disagreement within anarchism over the relationship between liberty and equality. • There is disagreement over liberty rooted in differences in views of human nature in anarchism. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement:</p> <ul style="list-style-type: none"> • All anarchists agree that liberty is incompatible with any form of coercive authority as free individuals should to make their own choices and manage their own lives (Goldman) (AO2), showing that the rejection of the state and any form of coercive authority is crucial to liberty (AO3). • All anarchists agree that liberty is crucial to the full expression of human nature, as coercive, compulsory and oppressive relations corrupt human nature (Proudhon) (AO2) showing clear evidence that liberty is a central principle for all anarchists (AO3). • All anarchists agree that liberty is the mother not the daughter of order (Proudhon); liberty will allow true human nature to flourish, and it is this optimistic view of what human nature can be that is the cornerstone of the ideas that anarchy is order (AO2) showing the importance of liberty to all anarchists (AO3). <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement:</p> <ul style="list-style-type: none"> • Individualist anarchists see liberty in terms of self-ownership, autonomy and freedom to determine one's own identity (Stirner), fearing the power of the collective over the individual (Goldman) whilst collectivists believe individuals can only achieve their full liberty through cooperation with others (Bakunin) (AO2), showing clear differences over what liberty means in practice (AO3). • Most anarchists support the view that without equality, there can be no liberty for many individualist anarchists (Stirner) for voluntary associations to be entered into and for collectivists, inequality is the key cause of conflict and oppression in society (Bakunin) whilst the basis for freedom for anarcho-capitalism is a free market and private property (AO2) showing clear disagreement within anarchism (AO3). • When liberty is achieved, Collectivist anarchists stress the possibility for sociable and cooperative behaviour (Bakunin, Kropotkin) whilst individualists highlighted an extreme form of individualism, based on egoism (Stirner) (AO2) showing a clear disagreement within anarchism (AO3). <p>Accept any other valid responses.</p>

Ecologism

Guidelines for Marking Questions 4a–4b
AO1 (8 marks) Marks here relate to knowledge and understanding. It should be used to underpin analysis (AO2) and evaluation (AO3).
AO2 (8 marks) Candidates should form analytical views which support and reject the view presented by the question.
AO3 (8 marks) Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the prior analysis. They should be able to make and form judgments and they should reach reasoned conclusions.
Candidates must consider both sides presented in the question. The judgement a candidate reaches about these sides should be reflected in their conclusion. Candidates who <i>do not</i> refer to specific thinkers from the relevant section of the specification in the question raised and/or only consider one side cannot achieve beyond Level 2. Accept any other valid responses.

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

Question number	Indicative content To what extent is there more agreement than disagreement within ecologism
4(a)	<p>AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that there is more agreement than disagreement within ecologism:</p> <p>Agreement</p> <ul style="list-style-type: none"> • All ecologists reject the existing anthropocentric world view and accept the lessons of ecology. • All ecologists reject industrialism and the idea that continued, exponential growth is possible. • All ecologists reject the existing model of a materialist and consumerist society. <p>Disagreement</p> <ul style="list-style-type: none"> • There are deep divisions about the world view that should replace anthropocentrism. • There are deep divisions over whether radical change or reform is necessary to protect the Biosphere. • There are divisions over what sustainability means in practice. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement:</p> <ul style="list-style-type: none"> • All ecologists agree that the lessons of ecology show us that a holistic view (Merchant) reveals the interdependence of nature (Carson) and that the existing anthropocentric view of humanity as outside of nature and master of nature is at the heart of environmental destruction (AO2), showing a clear agreement within ecologism that the existing anthropocentric approach based on a mechanistic world view must be rejected (AO3). • All ecologist reject industrialism's belief in exponential growth arguing there are limits to growth on a finite planet (AO2) showing a clear agreement within ecologism that the existing economic model is not sustainable (AO3). • All ecologists accept a post materialism and anti-consumerist approach, arguing the existing approach links human happiness to material wealth (Schumacher) and the consumption of goods as the end goal of society (AO2) showing strong agreement within ecologism that a change in values is necessary to prevent ecological destruction (AO3). <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement:</p> <ul style="list-style-type: none"> • Shallow greens adopt an enlightened anthropocentric approach (Carson), which deep greens reject in favour of ecocentrism (Leopold), and social ecology is dismissive of both anthropocentrism and ecocentrism (Bookchin) focussing instead on how human to human domination is the root cause of environmental destruction (AO2), showing a fundamental division within ecologism over the views on humanity's relationship with nature (AO3). • Both deep greens and social ecology believe radical change in terms of society, economy and the state (Bookchin) is necessary whilst shallow greens believe reform within the existing framework (AO2) showing a clear disagreement with ecologism about how to make the changes necessary for a sustainable world (AO3). • Both deep greens and social ecology support strong sustainability outside of capitalism, whilst shallow greens favour a shallow sustainability supported by green capitalism or green managerialism (AO2) showing the clear disagreements within ecologism over the economic model necessary for a sustainable world (AO3). <p>Accept any other valid responses.</p>

Question number	Indicative content To what extent is ecologism united in its views on the economy?
4(b)	<p data-bbox="325 230 922 264">AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</p> <p data-bbox="325 302 1406 369">Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that ecologism is united in its views on the economy:</p> <p data-bbox="325 374 472 407">Agreement</p> <ul data-bbox="325 412 1366 517" style="list-style-type: none"> • All ecologists are critical of the existing economic model built on industrialism. • All ecologists support a form of post materialist and anti-consumerist economy. • All ecologists support the ideals of a sustainable economic model. <p data-bbox="325 521 509 555">Disagreement</p> <ul data-bbox="325 560 1422 696" style="list-style-type: none"> • There is a clear disagreement over whether ecologism is compatible with capitalism. • There is a clear disagreement over what the post materialist and anti-consumerist model looks like. • There is disagreement over what sustainability means in practice. <p data-bbox="325 734 1342 801">Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement:</p> <ul data-bbox="325 806 1430 1205" style="list-style-type: none"> • All ecologists are critical of the existing economic model built on industrialism seeing economic growth as a real issue as there are limits to growth on a finite planet (AO2), showing clear unity within ecologism that exponential growth is not compatible with sustainability (AO3). • All ecologists support a form of post materialist and anti-consumerist economy that supports a different view of progress and happiness and reduces production, pollution and resource use (AO2) showing clear unity within ecologism that the values that drive the economy need to be overhauled (AO3). • All ecologists support a sustainable economic model that will allow the Biosphere to maintain its health over time (AO2) showing clear unity within ecologism that the future economy must be sustainable (AO3). <p data-bbox="325 1243 1342 1310">Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement:</p> <ul data-bbox="325 1314 1430 1928" style="list-style-type: none"> • Shallow greens believe ecologism is compatible with capitalism favouring slower, smarter and greener growth whereas deep greens and social ecology see capitalism and ecologism as incompatible (Bookchin) favouring an economy based on small scale, localised production for needs not wants (Schumacher) (AO2), showing clear disunity within ecologism over the economic model needed for sustainability(AO3). • Whilst shallow greens endorse a form of green consumerism and green capitalism, deep greens and social ecology reject consumerism and materialism for a new kind of person (Leopold) and an economy based on need not want (Schumacher) and a complementary partnership with nature (Bookchin, Merchant) (AO2) showing deep divisions between shallow green and deep greens/social ecology over the values that underpin the economy (AO3). • 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 and social ecology reject outright the growth-based economic model as destructive of natural capital and sustainability (E. F. Schumacher) (AO2) showing clear disunity within ecologism over what sustainability means in practice (AO3). <p data-bbox="325 1966 751 2000">Accept any other valid responses.</p>

Feminism

Guidelines for Marking Questions 5a–5b
AO1 (8 marks) Marks here relate to knowledge and understanding. It should be used to underpin analysis (AO2) and evaluation (AO3).
AO2 (8 marks) Candidates should form analytical views which support and reject the view presented by the question.
AO3 (8 marks) Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the prior analysis. They should be able to make and form judgments and they should reach reasoned conclusions.
Candidates must consider both sides presented in the question. The judgement a candidate reaches about these sides should be reflected in their conclusion. Candidates who <i>do not</i> refer to specific thinkers from the relevant section of the specification in the question raised and/or only consider one side cannot achieve beyond Level 2. Accept any other valid responses.

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

Question number	Indicative content To what extent is feminism united about how society must be changed?
5(a)	<p>AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that feminism is united about how society must be changed:</p> <p>Agreement</p> <ul style="list-style-type: none"> • Most feminists agree that we must challenge gender stereotyping. • Most feminists argue that patriarchy must be overcome. • Most feminists argue that women must overcome inequalities in the economy. <p>Disagreement</p> <ul style="list-style-type: none"> • Liberal feminists are reformist with a focus on the public sphere, other feminists support more radical change that incorporates the private sphere. • Radical feminists and socialist feminists disagree on the means of achieving social change. • Postmodern feminists disagree with other feminists on whether there is a single explanation for the oppression of women and so look to challenge all the intersecting forms of oppression. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement:</p> <ul style="list-style-type: none"> • Most feminists argue that we need to challenge gender stereotyping as women can only be truly emancipated when they're encouraged to allow their true nature to evolve (Gilman) (De Beauvoir) (AO2), showing feminists agree that in order to change society gender roles must be challenged (AO3). • Most feminists agree that the patriarchy, a pervasive system of oppression, lies at the heart of societal problems (Millett, bell hooks) (AO2) showing a clear agreement within feminism that patriarchy in society must be overthrown (AO3). • Most feminists agree that there is a division between the public and private spheres, and women are pushed into domestic responsibilities and men into paid, higher status work (AO2), and this artificial division must be removed in order to change society (AO3). <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement:</p> <ul style="list-style-type: none"> • Liberal feminists are reformist, campaigning for gradual change to secure political and legal equality in the public sphere whilst radical, socialist and postmodern feminists feel that radical change, that incorporates the public sphere and private sphere, is necessary to change society (AO2), showing clear disagreements within feminism about how society must be changed (AO3). • Socialist feminists argue for radical change that targets capitalism as key promoter of patriarchy (Rowbotham) whilst radical feminists target patriarchy as the oldest and most pervasive form of oppression and must be overthrown first and foremost (Millett) (AO2) showing a lack of unity within feminism over how society must be changed (AO3). • Postmodern feminists build on existing feminist ideas, arguing that intersectionality must be recognised and provide the framework for social change (bell hooks) (AO2) showing a clear division within feminism as postmodern feminism brings new ideas to debate about how society must be changed (AO3). <p>Accept any other valid responses.</p>

Question number	Indicative content To what extent is there more agreement than disagreement within feminism about equality?
5(b)	<p>AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that there is more agreement than disagreement within feminism about equality:</p> <p>Agreement</p> <ul style="list-style-type: none"> • Feminists agree that women have been and are discriminated against and this needs to change. • Most feminists are equality feminists with a goal of achieving gender equality based on their views on sex and gender. • Most feminists argue that achieving equality by freeing women from gender stereotyping and gender roles. <p>Disagreement</p> <ul style="list-style-type: none"> • There are clear disagreements between equality feminists and difference feminists over the importance of biological differences and equality. • There is disagreement over what equality means and how it should be achieved. • Cultural feminism is very different from equality feminism. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement:</p> <ul style="list-style-type: none"> • Most feminists argue that there is both current and historical discrimination against women which clearly undermines the principle of equality and this oppression and discrimination needs to be removed (AO2), showing a clear agreement within feminism over the fact women have not been treated equality in society, by the state and in the economy (AO3). • Most feminists are equality feminists, and should pursue equality based on the idea that human nature is androgynous (De Beauvoir) (AO2) showing a clear agreement within much of feminism over equality (AO3). • Most feminists agree that gender roles are cultural not biological, and are culturally enforced in the family (bell hooks) and in wider society (Gilman) (AO2) and these gender roles must be challenged in order to pursue equality (AO3). <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement:</p> <ul style="list-style-type: none"> • Whilst most feminists are equality feminists (liberal, socialist, postmodern and most radical feminists) believing human nature is naturally androgynous (De Beauvoir), difference feminists argue there are real differences, and these differences matter (AO2), showing that there is more disagreement within feminism between equality and difference feminism over the nature of equality (AO3). • Equality feminists seek liberation through equality, although disagreements remain over equality between liberal feminists (aiming for political equality, legal equality and equality of opportunity) and radical feminists (overthrowing the patriarchy and focussing on the personal is political – Millett) and socialist feminists (inequality rooted in capitalism –Rowbotham) and post-modern feminism (inequality is intersectional – bell hooks) both over what equality means and how it should be achieved, whilst difference feminists argue that equality needs to be achieved via a woman centred approach where women should really celebrate their differences from men (AO2) reflecting a clear disagreement within feminism about how to achieve equality (reform v. revolution) (AO3).

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| | <ul style="list-style-type: none">• Cultural feminism also takes an essentialist view of female nature arguing that patriarchal society devalues feminine traits, and women should embrace those essential feminine traits rather seeking equality based on androgyny (AO2) showing a very clear disagreement within feminism over human nature (AO3). |
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Accept any other valid responses.

Multiculturalism

Guidelines for Marking Questions 6a–6b
AO1 (8 marks) Marks here relate to knowledge and understanding. It should be used to underpin analysis (AO2) and evaluation (AO3).
AO2 (8 marks) Candidates should form analytical views which support and reject the view presented by the question.
AO3 (8 marks) Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the prior analysis. They should be able to make and form judgments and they should reach reasoned conclusions.
Candidates must consider both sides presented in the question. The judgement a candidate reaches about these sides should be reflected in their conclusion. Candidates who <i>do not</i> refer to specific thinkers from the relevant section of the specification in the question raised and/or only consider one side cannot achieve beyond Level 2. Accept any other valid responses.

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

Question number	Indicative content To what extent is multiculturalism united in its views on society?
6(a)	<p data-bbox="325 230 922 264">AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</p> <p data-bbox="325 300 1406 371">Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that multiculturalism is united in its views on society.</p> <p data-bbox="325 376 472 409">Agreement</p> <ul data-bbox="325 414 1374 551" style="list-style-type: none"> • There is agreement that there should be diversity in society. • There is agreement that society should be tolerant. • There is agreement that society should recognise, respect and celebrate cultural difference. <p data-bbox="325 555 509 589">Disagreement</p> <ul data-bbox="325 593 1406 730" style="list-style-type: none"> • There is a debate over how diversity should extend within society. • There is a debate within multiculturalism over how far tolerance extends. • The conservative criticism of multiculturalism argues that there can be no diversity within unity. <p data-bbox="325 766 1342 837">Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement:</p> <ul data-bbox="325 842 1426 1202" style="list-style-type: none"> • Multiculturalists agree that diversity is the best basis for creating cohesion in society (AO2) showing that there is unity over the idea that a diverse society is a key priority for multiculturalism (AO3). • Multiculturalists agree that society should be tolerant, with a willingness to respect difference and will encourage cross cultural understanding (AO2) showing that there is agreement that a tolerant society can work to prevent prejudice and create social cohesion (AO3). • Multiculturalists agree that society must recognise and respect difference, as culture is a core feature of identity (Taylor, Parekh) (AO2) showing clear unity over the need for society to respect culture and identity (AO3). <p data-bbox="325 1238 1342 1310">Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement:</p> <ul data-bbox="325 1314 1426 1928" style="list-style-type: none"> • Liberal multiculturalists support diversity within a liberal framework due to the benefits it delivers to the individual (Kymlicka), pluralist multiculturalism rejects liberal universalism seeing diversity as a good, starting from the point all cultures have some worth and diversity counters cultural oppression (Parekh) whilst diversity for cosmopolitan multiculturalism supports the ability to create multiple, fluid identities leading to the creation of global citizens (AO2), showing clear disunity within multiculturalism over the role and nature of diversity in society (AO3). • Liberal multiculturalism does not extend tolerance to groups that limit the rights of the members of their culture as this restricts autonomy and is unjust (Kymlicka), whilst pluralist multiculturalists argue that all cultures have some worth and dialogue between and within cultures is vital to create vibrant and cohesive society (Parekh) showing clear disunity within multiculturalism of the extent of tolerance in society (AO3). • The conservative criticism of multiculturalism argues that diversity undermines unity, and that assimilation not multicultural integration is the best way to promote unity (AO2) showing a clear criticism of the multiculturalist approach to society (AO3). <p data-bbox="325 1964 751 1998">Accept any other valid responses.</p>

Question number	Indicative content To what extent is there more disagreement than agreement within multiculturalism about integration?
6(b)	<p>AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that there is more disagreement than agreement within multiculturalism about integration:</p> <p>Agreement</p> <ul style="list-style-type: none"> • Multiculturalists agree that integration is a two-way process to allow minorities to be part of wider society without conceding their own cultural traditions. • Multiculturalists support integration (individual, multicultural and cosmopolitan) but oppose assimilation. • Multiculturalists argue that integration is the only solution to creating diversity within unity. <p>Disagreement</p> <ul style="list-style-type: none"> • There is clear disagreement between liberal and pluralist multiculturalists about how to achieve integration. • There is disagreement between cosmopolitan multiculturalists and the rest of multiculturalism over integration. • There is clear opposition to the process of integration from critics of multiculturalism who favour assimilation. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement:</p> <ul style="list-style-type: none"> • Most multiculturalists take a view that integration is a two way process that includes the protection of minority groups from domination by majority groups (i.e. group differentiated rights – Kymlicka, the politics of recognition – Taylor) allowing individuals to integrate into wider society (Modood) (AO2), showing clear agreement with multiculturalism over the importance of integration at an individual and social group level (AO3) • Most multiculturalist oppose assimilation as it is a one way process that creates marginalisation, oppression and disadvantage and support integration due the belief of the central importance of cultural belonging to identity (AO2) showing a high level of agreement within multiculturalism in its opposition to assimilation and support for integration (AO3). • Multiculturalism argues that diversity is possible within unity and that integration is the only way to create a common sense of belonging to wider society (Parekh) (AO2) showing clear agreement within multiculturalism over how integration balances multicultural identities with national identity (Modood) (AO3). <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement:</p> <ul style="list-style-type: none"> • Whilst liberal multiculturalists support integration that leads to a form of shallow diversity and do not extend tolerance to values/beliefs that are intolerant, pluralist multiculturalists support an integration that facilitates deep diversity from the starting point that all cultures have value (Parekh) and oppose liberalism universalism in society or support the ideas of value pluralism (Berlin) (AO2), showing clear disagreements within multiculturalism over the extent of diversity (AO3). • Cosmopolitan multiculturalist support a form of cosmopolitan integration that supports a pick and mix approach allowing for the development of multiple, fluid identities that ultimately will become a global culture and even lead to the

breakdown of the nation state whereas most multiculturalists see integration as balancing diversity and unity (AO2) showing clear disagreements within multiculturalism over both the type of integration and its goals (AO3).

- Whilst multiculturalists support differing forms of integration, conservative critics believe the politics of difference and/or group differentiated rights emphasises difference leading to segregation not integration (AO2) showing that critics believe that unity is not possible where there is diversity so a policy of assimilation should be adopted (AO3).

Accept any other valid responses.

Nationalism

Guidelines for Marking Questions 7a–7b
AO1 (8 marks) Marks here relate to knowledge and understanding. It should be used to underpin analysis (AO2) and evaluation (AO3).
AO2 (8 marks) Candidates should form analytical views which support and reject the view presented by the question.
AO3 (8 marks) Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the prior analysis. They should be able to make and form judgments and they should reach reasoned conclusions.
Candidates must consider both sides presented in the question. The judgement a candidate reaches about these sides should be reflected in their conclusion. Candidates who <i>do not</i> refer to specific thinkers from the relevant section of the specification in the question raised and/or only consider one side cannot achieve beyond Level 2. Accept any other valid responses.

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

Question number	Indicative content To what extent is there is more agreement than disagreement within nationalism in its views on the state?
7(a)	<p>AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that there is more agreement than disagreement on the state within nationalism:</p> <p>Agreement</p> <ul style="list-style-type: none"> • The most central belief of nationalism is that the nation-state brings together the concept of the nation and the state. • Liberal and anti-colonial nationalists support the idea of self-determination - to each nation, a state. • Liberal and anti-colonial nationalists see the state as the key building block for a peaceful world order. <p>Disagreement</p> <ul style="list-style-type: none"> • Liberal nationalists and conservative nationalists disagree over the state. • Whilst some nationalists support a world of states, some forms of nationalism are expansionist in character. • There is a debate over whether the state is built on civic unity, or more exclusive forms of nationalism. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement:</p> <ul style="list-style-type: none"> • Nationalists argue that the state is built around people identifying as a cohesive group, a nation, with shared values (AO2), showing clear agreement over the state within nationalism about the nature of the state (AO3). • Liberal and anti-colonial/post-colonial nationalists share a common theme for their own state, as an expression of self-determination believing that a nation should be self-governing in a state and able to define its own path and destiny (Mazzini) showing clear agreement within nationalism over the link between the state and self-determination (AO3). • Liberal and anti/post-colonial nationalism argue that a peaceful and stable world will be achieved when the boundaries of the nation equate to the boundaries of a state and that statehood is the right of nations, and that international stability will result from this (AO2) showing clear agreement within nationalism that the state can be the basis of international order (AO3). <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement:</p> <ul style="list-style-type: none"> • While Liberal and anti-colonial/post-colonial nationalists share a common theme for their own state as a realm of freedom, expansionist nationalism reject this vision arguing for militarism/imperialism which means the state can be a force for oppression (Maurras) (AO2), showing clear disagreements within nationalism over the role and nature of the state (AO3). • While liberal internationalism believes that statehood is the right of all nations, and that international stability will result from this whilst Expansionist nationalism denies the right of other nationalists to sovereignty and independence (Maurras) showing clear disagreement within nationalism over the rights of states (AO3). • Some nationalists are rational in their approach to states (Rousseau) based around civic nationalism, others base their belief in a state on a more mystical and emotional basis (Herder) or an even more exclusive basis such as ethnicity

(Maurras) (AO2) showing clear disagreement within nationalism over the basis for the state (AO3).

Accept any other valid responses.

Question number	Indicative content To what extent is nationalism inclusive?
7(b)	<p>AO1 (8 marks), AO2 (8 marks), AO3 (8 marks)</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the extent that nationalism is inclusive:</p> <p>Agreement</p> <ul style="list-style-type: none"> • Liberal and anti-colonial nationalism is built around a more inclusive understanding of the state. • Liberal and socialist internationalism both adopt an inclusive approach. • Liberal and anti-colonial nationalism is inclusive as they do not accept that race or culture defines the nation or the state. <p>Disagreement</p> <ul style="list-style-type: none"> • There are divisions between the exclusive approach of conservative and expansionist nationalism with liberal and anti-colonial nationalism. • Both conservative nationalism and expansionist nationalists restrict who can become part of the nation. • Expansionist nationalism and conservative nationalism are opposed to any form of nationalism which allows for the respect for ethnic and cultural diversity within the nation. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the agreement:</p> <ul style="list-style-type: none"> • Liberal and anti-colonial nationalist believe in a more inclusive view of the state based around civic nationalism (Rousseau) which is inclusive or ideas like pan-africanism (Garvey) which builds solidarity across nations (AO2), showing clearly that nationalism can be seen as an inclusive ideal (AO3). • Liberal and social internationalism both adopt an inclusive approach with liberal internationalism seeing a world of nation-states built on civic nationalism and socialist internationalism see a world of solidarity across states and nations built on class (AO2) showing a clear agreement that nationalism is inclusive (AO3). • Liberal nationalism and anti-colonial nationalism are inclusive, as acceptance into the state is not limited by identity related restrictions such as culture or race (AO2) showing clear agreement between some strands of nationalism about whether the nation-state is inclusive (AO3). <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when reviewing the extent of the disagreement:</p> <ul style="list-style-type: none"> • In contrast to the liberal and anti-colonial approach, conservative nationalism seeks to defend, for example, a language, religion, set of traditions or a national 'way of life' (von Herder) whilst expansionist nationalism sees their nation as unique, special and based on common ancestry (Maurras) which are exclusive rather than inclusive (AO2) showing clear disagreements within nationalism (AO2), showing clear disagreements over inclusivity within nationalism (AO3) • For conservative nationalism, it takes time to become part of the nation due to the need to learn/adopt the culture whilst integral nationalism is exclusive to common ancestry and hostile to others (Maurras), and racialism is the most exclusive as it defines the nation purely in terms of race unlike the civic nationalism of liberal nationalists (AO2) showing a clear disagreement within nationalism over what constitutes the nation. • Both expansionist and conservative nationalism is based around an emotional, mystical and regressive view of the nation and opposes civic nationalism. Expansionist nationalism is more exclusive as it claims superiority over other groups

	and nations (Maurras) (AO2) showing clear disagreement within nationalism over the nation and the relationship between nations (AO3).
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Accept any other valid responses.