



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2022**

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**Government and Politics**

**Assessment Unit A2 2**

*assessing*

**Political Power and Political Ideas**

**[AGP21]**

**THURSDAY 16 JUNE, AFTERNOON**

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**MARK  
SCHEME**

## **General Marking Instructions**

### ***Introduction***

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

### ***Assessment objectives***

Below are the assessment objectives for GCE Government and Politics.

Candidates should be able to demonstrate:

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

### ***Quality of candidates' responses***

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

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

### ***Awarding zero marks***

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

### ***Types of mark schemes***

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

### **Levels of response**

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

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

Level 1: Quality of written communication is inadequate.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is satisfactory.

Level 4: Quality of written communication is good.

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

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

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

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

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

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

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

**COVID-19 Context**

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

Option A: Political Power

AVAILABLE  
MARKS

Section A: Factors involved in the exercise of power

1 Background

The term legitimacy, when applied to the state, means that the people support the state institutions and recognise their authority. State legitimacy is different from the authority of individual political leaders. There are many bases of legitimacy but the most common in modern society is what Weber defined as “legal rational authority.” While some members of society may be opposed to the party in government, they nevertheless continue to support the institutions of the state. When a state lacks full legitimacy it means that state institutions are not accepted by a section of society.

Level 1 ([1])

The candidate offers a basic explanation of what is meant by the term state “legitimacy.”

Level 2 ([2]–[3])

The candidate offers a more developed explanation of what is meant by the term state “legitimacy”. An example may be included to support the response. If no supporting example is given, a maximum of 3 marks can be awarded.

Level 3 ([4]–[5])

The candidate provides a full explanation of what is meant by the term state “legitimacy”. A relevant example will be used to support the response. If no example, maximum 3 marks.

(AO1: [5] marks)

Any other valid material will be rewarded appropriately.

[5]

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2 Background

The Source identifies an independent judiciary as one feature of a liberal democracy. Candidates should explain what is meant by the term and outline what role it plays in ensuring a democratic system. Other features may include: regular, free and fair elections; a wide choice of political parties; independent pressure groups; a free and critical media. Any other relevant feature.

Level 1 ([1])

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

Level 2 ([2]–[3])

The candidate identifies a valid feature and offers a more developed explanation. The answer may be supported with a relevant example.

Level 3 ([4]–[5])

The candidate identifies a valid feature and provides a full explanation of the feature, including supporting evidence.

Apply criteria for each valid reason. One feature must come from the Source.

(AO1: [5] marks × 2)

Any other valid information will be rewarded appropriately.

If no reference to source, maximum of 6 marks.

If no relevant example/evidence a maximum of 8 marks.

[10]

10

### 3 Background

The Source identifies declining legitimacy as a reason why a state may become unstable. There are many factors that may cause legitimacy to decline and one of these is the emergence of populist movements that reflect growing nationalism and hostility to immigration. The extreme versions of such movements have rejected liberal democracy as the cause of national decline.

Other factors that can cause legitimacy to decline include economic crises, incompetent or corrupt leadership, social divisions and the actions of other states.

In non-liberal democracies the sources of legitimacy may be different and therefore the causes of instability may also differ.

Any other relevant reason.

If no reference to source, a maximum of Level 3.

If no relevant evidence/examples, a maximum of Level 4.

#### Level 1 ([1]–[4])

The candidate demonstrates limited knowledge and understanding of the factors that may cause a state to become unstable and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations.

There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed.

The level of communication and use of political vocabulary are both limited.

#### Level 2 ([5]–[8])

The candidate demonstrates outline knowledge and understanding of factors that may cause a state to become unstable but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

#### Level 3 ([9]–[12])

The candidate demonstrates satisfactory knowledge and understanding of factors that may cause a state to become unstable but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

**Level 4 ([13]–[16])**

The candidate demonstrates sound knowledge and understanding of factors that may cause a state to become unstable and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems.

Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

**Level 5 ([17]–[20])**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of factors that may cause a state to become unstable and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

[20]

**AVAILABLE  
MARKS**

20

**Section A**

**35**

**Section B: Theories of Power**

**AVAILABLE  
MARKS**

**4 Background**

The term oligarchy refers to a power structure in which power is dominated by a small number of people. The small elite who dominate power may do so on the basis of wealth, military power, tradition or religious authority among other factors. When oligarchy is present, democracy is absent. It is Elite Theorists who believe all political systems are ultimately oligarchies.

**Level 1 ([1])**

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

**Level 2 ([2]–[3])**

The candidate offers a more developed explanation of what is meant by the term 'oligarchy'. There will be a supporting example.

**Level 3 ([4]–[5])**

The candidate provides a full explanation of what is meant by the term 'oligarchy'. Relevant evidence will support the response.

If no relevant evidence/example, a maximum of 3 marks.

**(AO1: [5] marks)**

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

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**5 (a) Background**

Central to the Feminist analysis of political power is the argument that the unequal gender distribution of power in contemporary societies is a product of the patriarchal institutions and culture of those societies. It is not simply a matter of women being discriminated against in the political sphere. The causes lie in institutions such as the family, the education system and in paid employment. For example, the patriarchy that operates within the family results in women being the primary childcarers and domestic workers. This mitigates against women entering the political sphere or rising within it. Similarly, the operation of systematic gender discrimination and inequality in employment results in women not being able to access political power on the same basis as men. Candidates such seek to explain this view with supporting evidence.

Critics of the Feminist analysis would argue that gender inequality and discrimination are fast becoming a thing of the past. The dramatic changes in relationships and in the domestic sphere, the huge progress in female educational attainment and the expansion in female employment and prospects all challenge the picture of patriarchal institutions and culture. Society has changed and so has the picture of female representation in the political sphere.

Weaker answers will display only a limited grasp of the issue and have limited concrete evidence. Stronger answers will display a clear understanding of the question, contain more detailed knowledge and offer a broader range of evidence.

If there is no relevant examples/evidence, a maximum of Level 4

If there is no balance/evaluation, a maximum of Level 4.

**Level 1 ([1]–[7])**

The candidate demonstrates limited knowledge and understanding of the Feminist analysis of power and its critics and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations.

There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

**Level 2 ([8]–[14])**

The candidate demonstrates outline knowledge and understanding of the Feminist analysis of power and its critics but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

**Level 3 ([15]–[21])**

The candidate demonstrates satisfactory knowledge and understanding of the Feminist analysis of power and its critics but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

**Level 4 ([22]–[28])**

The candidate demonstrates sound knowledge and understanding of the Feminist analysis of power and its critics and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

**Level 5 ([29]–[35])**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the Feminist analysis of power and its critics and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

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

**AVAILABLE  
MARKS**

35

**(b) Background**

The idea that wealth is the basis of political power is central to the Marxist analysis. Ownership of the means of production is the source of political power and as that ownership is concentrated in the hands of the wealthy few, the same is true of political power. The question suggests that this domination of power by the wealthy is greater today than ever and there is some evidence to support such a conclusion. Marxists would argue that modern capitalist states blatantly act in the interests of the ruling class: over the past decade, western states have been saving capitalism following the 2008 crash, all with no consequences for the wealthy who caused that crash. In spite of the supposedly more mobile and meritocratic societies in the west, those who exercise political power have never been so clearly from wealthy origins. Recent British cabinets contain more Etonians than they did 40 years ago.

Critics of the Marxist analysis argue that it fails to take account of the fundamental shifts in power that have occurred. Pluralists argue that capitalist democracies are very different from 100 or even 50 years ago. Elite Theorists challenge the whole idea that wealth is the primary basis of power. Feminists accuse Marxism of being blind to the reality that gender is central to power distribution.

Weaker answers will display only a limited grasp of the issue and have limited concrete evidence. Stronger answers will display a clear understanding of the question, contain more detailed knowledge and offer a broader range of evidence.

If there is no relevant examples/evidence, a maximum of Level 4

If there is no balance/evaluation, a maximum of Level 4.

**Level 1 ([1]–[7])**

The candidate demonstrates limited knowledge and understanding of the Marxist and other theories of political power and of how it has been criticised and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

**Level 2 ([8]–[14])**

The candidate demonstrates outline knowledge and understanding of the Marxist and other theories of political power and of how it has been criticised but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

**Level 3 ([15]–[21])**

The candidate demonstrates satisfactory knowledge and understanding of the Marxist and other theories of political power and of how it has been criticised but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

**Level 4 ([22]–[28])**

The candidate demonstrates sound knowledge and understanding of the Marxist and other theories of political power and of how it has been criticised and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

**Level 5 ([29]–[35])**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the Marxist and other theories of political power and of how it has been criticised and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

[35]

**Section B**

**AVAILABLE  
MARKS**

35

75

## Option B: Political Ideas

AVAILABLE  
MARKS

### Section A: Texts

#### 1 Background

The quotation in the question represents Marx and Engels view of the state in capitalist societies. Essentially the state exists to protect and further the interest of capital and the bourgeoisie. It therefore operates to continue the oppression and exploitation of the proletariat which is central to the capitalist system. So while the state may appear to be representative, to a degree, of other classes, this is not the case. In line with their materialist analysis, Marx and Engels believed that the class that had economic power therefore had “exclusive political sway.”

##### Level 1 ([1])

The candidate offers a basic explanation of what is meant by “the modern state is but a committee for managing the common affairs of the whole bourgeoisie”?

##### Level 2 ([2]–[3])

The candidate offers a more developed explanation of what is meant by “the modern state is but a committee for managing the common affairs of the whole bourgeoisie”?

##### Level 3 ([4]–[5])

The candidate provides a full explanation of what is meant by “the modern state is but a committee for managing the common affairs of the whole bourgeoisie”?

**(AO1: [5] marks)**

Any other valid information will be rewarded appropriately.

[5]

5

#### 2 Background

Having defined that the two hostile camps are the Proletariat and Bourgeoisie, it is necessary to explain what makes an individual a Proletarian or Bourgeois, in the view of Marx and Engels. Why society is becoming dominated by these classes will require some explanation of how Marx and Engels saw the development of capitalism. Given their materialist analysis, the polarisation of society can only be understood as a consequence of the economic forces at work within capitalism.

##### Level 1 ([1]–[3])

The candidate offers a basic explanation of the argument that society was increasingly splitting into two hostile camps. There is limited or no use of the Item or own knowledge.

##### Level 2 ([4]–[7])

The candidate offers a more developed explanation of the argument that society was increasingly splitting into two hostile camps. There is some use of the Item or own knowledge. If no reference to the Item is made a maximum of 7 marks can be awarded.

##### Level 3 ([8]–[10])

The candidate provides a full explanation of the argument that society was increasingly splitting into two hostile camps. There is good use of the Item and own knowledge.

If no reference to source, a maximum of 6 marks.

**(AO1: [10] marks)**

Any other valid information will be rewarded appropriately.

[10]

10

### 3 Background

In the 170 years since the Manifesto was first published, its claims and analysis have been subjected to continuous criticism. One area that has been frequently attacked is the idea that the Proletariat would destroy capitalism and so bring an end to the Bourgeoisie. One line of criticism is that, historically, it just has not happened. Where there have been socialist revolutions they have occurred in societies without any substantial Proletariat. In the most advanced capitalist countries the Proletariat have been very reluctant to rebel, seeming to prefer social democracy to revolutionary socialism. One reason for this, it is argued, is that the living standards and access to political power of the Proletariat have improved beyond all recognition. The capitalism that Marx and Engels witnessed in the 19th century no longer exists. The Proletariat have no desire to overthrow the system.

If no reference to source, a maximum of Level 3.

If no relevant evidence/examples, a maximum of level 4.

Any other valid criticisms.

#### **Level 1 ([1]–[4])**

The candidate demonstrates limited knowledge and understanding of the criticisms made of the Communist Manifesto's view of the future of the Proletariat and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

#### **Level 2 ([5]–[8])**

The candidate demonstrates outline knowledge and understanding of the criticisms made of the Communist Manifesto's view of the future of the Proletariat but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

#### **Level 3 ([9]–[12])**

The candidate demonstrates satisfactory knowledge and understanding of the criticisms made of the Communist Manifesto's view of the future of the Proletariat but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

**Level 4 ([13]–[16])**

The candidate demonstrates sound knowledge and understanding of the criticisms made of the Communist Manifesto’s view of the future of the Proletariat and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

**Level 5 ([17]–[20])**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the criticisms made of the Communist Manifesto’s view of the future of the Proletariat and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

[20]

**Section A**

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35

AVAILABLE  
MARKS

## Section B: Ideologies

AVAILABLE  
MARKS

### 4 Background

The term strong state can be interpreted in a number of different ways. First and most commonly, it means that the state should play an active role in promoting social order and preventing crime. This meaning is to be found in the phrase “strong law and order.” An alternative meaning is that the state should be active in the economic sphere, directly intervening in and managing the economy. A third meaning is that the state should play a major social role, promoting welfarism and other forms of social interventionism.

Any other relevant meaning.

#### Level 1 ([1])

The candidate offers a basic explanation of what is meant by the term strong state.

#### Level 2 ([2]–[3])

The candidate offers a more developed explanation of what is meant by the term strong state. There will be some supporting evidence.

#### Level 3 ([4]–[5])

The candidate provides a full explanation of what is meant by the term strong state. Relevant evidence will support the response.

If no relevant evidence/example, a maximum of 3 marks.

#### (AO1: [5] marks)

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

5

### 5 (a) Background

Classical Liberals, such as Locke, had a deeply suspicious view of the absolutist state and regarded it as the biggest threat to individual liberty. They sought to impose restrictions on the state in order to avoid tyranny and to maximise individual freedom. For example, the emphasis upon natural rights was intended to define the limits of state action. The statement “that government is best which governs least” expresses much of what Classical Liberals believed.

Modern Liberalism, as illustrated by the ideas of Keynes and Beveridge, was much less hostile to the state, given that the threat of absolutism had largely disappeared. Instead it supported state intervention in society in order to tackle social problems that prevented individuals from becoming free.

However, both varieties of Liberalism saw liberty as the highest goal, unlike their Socialist and Conservative opponents. Modern Liberals were prepared to accept a degree of state action but were adamant that the state should not go beyond its limited remit. For these reasons, it can be argued that Classical and Modern Liberals share similar goals.

Any other valid information.

If no reference to relevant evidence/examples a maximum of Level 4.

If no balance, a maximum of Level 4.

**Level 1 ([1]–[7])**

The candidate demonstrates limited knowledge and understanding of Liberal views of the role of the state and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

**Level 2 ([8]–[14])**

The candidate demonstrates outline knowledge and understanding of Liberal views of the role of the state but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are limited. An argument or explanation is constructed, communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

**Level 3 ([15]–[21])**

The candidate demonstrates satisfactory knowledge and understanding of Liberal views of the role of the state but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

**Level 4 ([22]–[28])**

The candidate demonstrates sound knowledge and understanding of Liberal views of the role of the state and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

**Level 5 ([29]–[35])**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of Liberal views of the role of the state and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise

and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

[35]

AVAILABLE  
MARKS

35

**(b) Background**

The idea that Conservatism may not be a coherent ideology owes much to the stated views of some Conservatives. They have argued that the ideology is not some abstract set of principles or utopian goals unlike the ideas of Socialism and Liberalism. Conservatism is merely concerned with 'keeping the ship of state afloat' rather than steering towards some illusory destination. The idea that Conservatism is not an ideology may also result from Conservatism being a remarkably adaptable and flexible ideology, switching from Organic to Libertarian Conservatism and back again. As society changes Conservatism seems to change as well. This could explain the longevity and electoral success of the Tory Party in the UK.

On the other hand, others argue Conservatism does have a clear set of principles. First, Conservatives share a pessimistic view of human nature, believing human beings are, at best, irrational and at worst, positively evil. This leads to the second Conservative principle, the need for strong law and order. Conservatives also tend to support the idea of aristocracy, or rule by the best, although who the best are has changed. Conservatives tend to support traditional institutions and practices on the basis that they have proven their worth. Inequality is regarded by Conservatives as inevitable and potentially positive.

Any other relevant material.

If no reference to relevant evidence/examples a maximum of Level 4.

If no balance, a maximum of Level 4.

**Level 1 ([1]–[7])**

The candidate demonstrates limited knowledge and understanding of Conservative principles and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

**Level 2 ([8]–[14])**

The candidate demonstrates outline knowledge and understanding of Conservative principles but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

**Level 3 ([15]–[21])**

The candidate demonstrates satisfactory knowledge and understanding of Conservative principles but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

**Level 4 ([22]–[28])**

The candidate demonstrates sound knowledge and understanding of Conservative principles and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

**Level 5 ([29]–[35])**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of Conservative principles and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

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**Section B**

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AVAILABLE  
MARKS