

Practice Exams for A Level Edexcel Politics

Paper 2: UK Government and Non-core Political Ideas

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Teacher's Introduction

Welcome to your activity pack for the subject of Practice Exam Papers for the Alespecification. In this pack, you will find three practice papers with mark schemes UK Government and Non-core Political Ideas.

This pack contains three practice exam papers, all the cover the specification range for the UK Government cover the specification range for the UK Government cover the specification style to that of the actual cover the actual cover the specification of the sp

A comprehensive teacher's section is included, providing answers to the exam qui mark schemes. These mark schemes contain a level mark scheme to determine along with the specific AO1, AO2 and AO3 learning skills that should be present at use in answering each question.

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esulting from minor specification changes, suggestions from teacher and peer reviews, or occasional errors reported by customers

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A Levalue Politics Paper 2 (9PL0/0) **UK Government and Non-core Political**

Practice Exam A

NΙα	m 0
ıva	me

Time allowed:

2 hours

INSTRUCTIONS

- Write your name at the top of this make Answer three questions in a
- In Section A answer action of 1(b) and then answer either 2(a)
- answer **either** 3(a) or 3(b), 4(a) or 4(b), 5(a) or 5(b), 6(a) or 6(b), 7(a) or 7(b).

INFORMATION

- The marks for each question are shown in brackets.
- The maximum mark for this paper is 84.



SECTION A: UK GOVERNMENT

Answer ONE question from EITHER Question 1(a) OR Coand then answer ONE question from EITHER Question 2(a)

EITHER

1 (a) This source contains adaptations of a written tree ipt from Prime Miral 2017 and an extract from the Financial Trace which asks how far parliament threatened in recent times.

Jeremy Corby: (a) Cance scheme has been exposed relating to the Office of the Prime Minister assure the House that HMRC will invest

Time Minister When cases are referred to HMRC in relation to the seriously. We have secured almost £160 billion in additional revenues down on tax avoidance.

Jeremy Corbyn There are 957 business jets in the Isle of Man which see Will the Prime Minister commit HMRC to investigate all evidence of Uk from this leak, and prosecute where feasible?

The Prime Minister I have given an assurance in my first answer that Heavery seriously, does investigate and does take action, and that, where closed. What is important is to look at the record, and I have mentioned compliance revenues since 2010.

Parliament voted against five reports that would introduce methods of evasion. Despite that, HMS of the sension because in the upcoming Budget to tackle tax as

To ment in 2010, and will continue to act.

Jeremy Corbyn My question was about why Conservative MPs oppositive yesterday. Last month's European Parliament committee of inquiry clathe fight against tax dodging and money laundering.

(Source: http://hansard.parliame.uk/commons/2017-11-01/@

There were welcome references to 'parliamentary democracy' and 'parliamentary democracy' and 'parliament travelling around the UK since the referendum, talking to vertice the referendum talking to vertice the re

First, we not have minister's speech to be published in the form the Houses of Commons and Lords. Second, we need to have decision before Article 50 is triggered. People outside of West democratic representatives have not debated this critical Brexit issue transport, the rural economy, security and science. A debate would at their constituents, as well as assist with the handling of an Article 50 by

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Supreme Court appeal. Not everyone can afford a sophisticated lobby committees have a vital role to play in putting these representations to committees are undertaking inquiries on the Brexit implications for includes absence of a 'running commentary' from Downing Street does not measurestions.

(Source: https://www..., com/content/e553&

Using the sources, evaluate is the solution which checks by Parliament effects and the solution of the solutio

In your ress. • E. Ju must:

- 📜 ia trie differing views of the sources
- Was der the view and the alternative view, and make a reasoned a
- Use your knowledge and understanding of the information within the evaluate the question

OR

(b) This source shows the current justices (as of the end of 2017) of the Superior biographies of the justices' on the Supreme Court website, in which some are listed. The second source is an extract from an article on politics.co. problems and arguments for the independence of the UK Supreme Court

Judge and role	Sex	Age	Ethnicity	Sch
Lady Hale President	Female	77 	hite British	Gr
Lord Mance Deputy President		74	White British	P
Lor 1 e	Male	69	White British	Gr
Lord Wilson Supreme Court Justice	Male	72	White British	F
Lord Sumption Supreme Court Justice	Male	68	White British	t
Lord Reed Supreme Court Justice	Male	61	White British	t
Lord Carnwath Supreme Court Justice	Male	72	White British	F
Lord Hughes Supreme Court Justice	Male	69	White British	P
Lord Hodge Supreme Court Justice	Male	64	hite British	F
Lady Black Supreme Court Justi	/Fi) jc.2	63 	White British	P
Lord II : - in	Male	65	White British	Gr
Lord Briggs Supreme Court Justice	Male	62	White British	t.

(Source: https://www.supremecourt.uk/abc

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The independence of judges in the UK is protected in several ways:

Judges are independent of the executive and the legislature – and vice political debate. Apart from modern rules relating to age and health, just above cannot be removed from office without an address passed by boundings are almost entirely immune from the risk of being sued or prose capacity as a judge. The Constitutional Reform 1005, which came in considerably modified the role of the Louisian Appointments Commission the Judiciary. In April 2006 2001 and Appointments Commission the Lord Chancellor's project of that year, members of the House of Lords The Lord Chancellor's responsibilities, substitution and speaking for the House on ceremonial occasions. The name of the Appellate Committee of the House of Lords and the defludicial Committee of the Privy Council. It is an independent institution independently appointed judges, known as Justices of the Supreme Council.

The past 25 years have seen a growing judicial activism. Part of this sters supranational jurisprudence growing out of the UK's entry into the Europabandonment by governments of the postwar political and legal consensuitable. Rights Act 1998 has had a profound impact in this sense. Notably, in the Q and others) v Secretary of State for the Home Department [2003] 2 Althe high court, criticised the provisions of the Nationality, Immigration at the removal of benefits from asylum seekers who did not apply on arrivabreached their human rights. This and similar cases and an increasing to speak out on political issues (notably that the last conservative government of the Human Rights Arrival Entre last Conservative government Howard was publicly a licis aby the Lord Chief Justice Lord Taylor on a Donaldson and Secretary Police Bill.

(Source: http://www.politics.co.

Using the sources and your own knowledge, evaluate the extent to which neutrality have been further guaranteed in recent times.

In your answer you must:

- consider the differing views of the sources
- consider the view and the alternative view, and make a reasoned and
- use your knowledge and understanding of the information within to evaluate the question

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NSPECTION





AND EITHER

2 (a) Evaluate how far recent events have shown that the British constitution through codification.

In your answer you should include your knowledge and understanding of related to your study of UK Government, using these to form reasoned agree and disagree with the question claim.

OR

(b) 'The prime minist and a sunchallenged in their ability to control influence of the system of the extent to which this statement is true.

In provision of the second standard of the second s

SECTION B: NON-CORE POLITICAL ID

Answer ONE question EITHER (a) OR (b) from the ideology that

Anarchism

EITHER

3 (a) To what extent do individualist and collectivist anarchists agree about he You need to refer to relevant thinkers as 12 7 a 2000 both sides of the

OR

(b) To expand an archists agree about how the state should be over You are to refer to relevant thinkers as well as cover both sides of the

Ecologism

EITHER

4 (a) To what extent do deep green and shallow green ecologists agree over You need to refer to relevant thinkers as well as cover both sides of the

OR

(b) To what extent do ecologists agree over the role of the state?

You need to refer to relevant the role of the state?



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Feminism

EITHER

5 (a) To what extent do feminists disagree about patriarchy?

You need to refer to relevant thinkers as well as cover both sides of the

OR

(b) To what extent do all feminists subject to requality feminism?

You need to refer to relevant to meet as well as cover both sides of the



Multiculturalism

EITHER

6 (a) To what extent do multiculturalists agree on the promotion of group-difference of the angle of the second of the second

OR

(b) To what extent do all multiculturalists propose to extend tolerance to all You need to refer to relevant thinkers as well as cover both sides of the

Nationalism

EITHER

7 (a) To what extending a solution of the angle of the an

OR

(b) To what extent do all nationalists subscribe to internationalism?

You need to refer to relevant thinkers as well as cover both sides of the



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A Levalue Politics Paper 2 (9PL0/0 **UK Government and Non-Core Political**

Practice Exam B

wame	Ν	a	n	1	e
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Time allowed:

2 hours

INSTRUCTIONS

- Use black ink.
- Write your name at the of top page.
- Answer three CANA Sartotal.
- In Se 19 ar Jer either 1(a) or 1(b) and then answer either 2(a)
- In Section B answer either 3(a) or 3(b), 4(a) or 4(b), 5(a) or 5(b), 6(a) or 6(b), 7(a) or 7(b).

INFORMATION

- The marks for each question are shown in brackets.
- The maximum mark for this paper is 84.





SECTION A: UK GOVERNMENT

Answer ONE question from EITHER Question 1(a) OR Coand then answer ONE question from EITHER Question 2(a) O

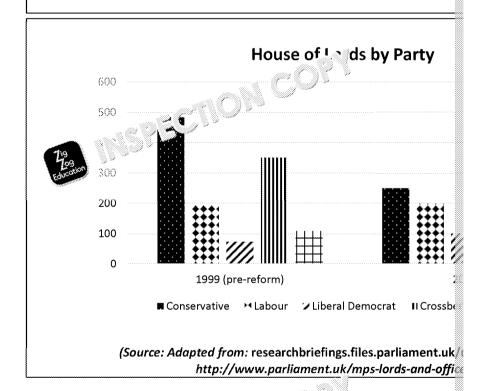
EITHER

1 (a) The first part of this source is a list of argume to be devolution. The second is information of fair on changes to the House

Dr Robert Brett Taylor i an Commic who specialises in constitutional Lothian Questic 2 2 and the 2017 General Election', he identifies mare

- The Cameron Government in 2015 attempted to answer the West ensuring that English-only matters must require a majority of support argues that this has failed to deliver fair devolution.
- The Conservatives, despite losing their majority in 2017, are still the
 partly due to their increased support in Scotland they now have
- The current confidence and supply government will rely more head Scottish MPs as well as DUP Members of Parliament in order to page
- The Conservatives have a very slim majority over Labour in Englan

(Source: https://ukconstitutionallaw.org/2017/06/13/robert-brett-taylor



Using the sources, evaluate how far you rejeathat constitutional reformation been unsuccessful.

In yo<u>ur</u>ans () , ' must:

- 12 sia , trie differing views of the sources
- wider the view and the alternative view, and make a reasoned a
- use your knowledge and understanding of the information within to evaluate the question

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(b) This source contains adapted extracts from a BBC article – 'Does the EU article from The Telegraph – 'What would Brexit mean for British sovered Guardian – 'Does parliamentary sovereignty still reign supreme?' The second indicating government defeats in the House of Lords. Information for the parliament.uk.

BBC

Boris Johnson complained economic ionical become an organisation resures of policy, from agricult in a ransport. At the heart of the EU are law services, money and approximate move freely within EU member states.

The man symmetry and types of EU laws are known as regulations and directly ean Court of Justice.

Never has the EU tried to change the constitutional structures of its members attended by presidents, prime ministers and chancellors who lead countries systems. All the EU can do is to ensure that its members meet common states

Telegraph

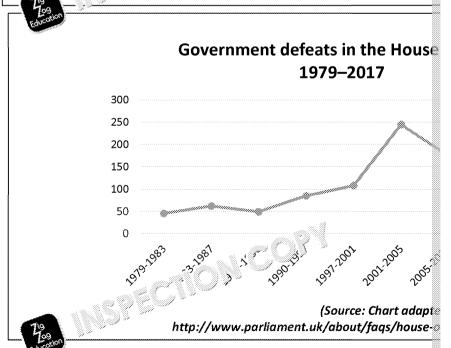
EU law still is binding over UK law. Leaving the EU ensures that we will areas including agriculture, fisheries, economic policy, human rights and

The Guardian

One of the slightly bizarre features of our legal system is that we have a our most senior and respected judges, which can no more tell our parliadecide the tactics for the England football team. Moreover, any power power to prevent criminals being sent back to their home countries if to human rights, is directly conferred by decisions of the reliament and can starting the state of the state

ces. http://www.bbc.co.uk/news/@http://www. http://www. how-does-the-eu-impinge-on-b

htps://www.theguardian.com/law/2011/jan/27/suprer



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Using the sources, evaluate the view that Parliament is still sovereign in subject to the authority of the European Union, the executive or the ju

In your answer you must:

- consider differing views in the sources
- consider the view and the alternative view, and make a reasoned and
- use your knowledge and understanding of the information within the evaluate the question

AND EITHE

2 (a) Evaluate the view that Parliament is becoming increasingly effective in out its main functions.

In your answer you should include your knowledge and understanding of related to your study of UK Government, using these to form reasoned a agree and disagree with the question claim.

OR

(b) Evaluate the extent to which the prime minister can now be said to be In your answer you should include your knowledge and understanding of related to your study of UK Government, using these to form reasoned agree and disagree with the question claim.



LECTION B: NON-CORE POLITICAL ID

r ONE question EITHER (a) OR (b) from the ideology that

Anarchism

EITHER

3 (a) To what extent do all anarchists consider people to be individuals?

You need to refer to relevant thinkers as well as cover both sides of the

OR

(b) To what extent do anarchists approve of private property?

You need to refer to relevant thinkers as well as cover both sides of the

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Ecologism

EITHER

4 (a) To what extent do deep green and shallow green ecologists disagree over You need to refer to relevant thinkers as well as cover both sides of the

OR

(b) To what extent do ecologists a region and adopting an ecocentric world vi



Feminism

EITHER

5 (a) To what extent do the goals of liberal and socialist feminists differ?

You need to refer to relevant thinkers as well as cover both sides of the

OR

(b) To what extent do all feminists subscribe to the notion that the personal You need to refer to relevant thinkers as well as cover both sides of the

Multiculturalism

EITHER

6 (a) To view e. I multiculturalists support the same form of integral to refer to relevant thinkers as well as cover both sides of the

OR

(b) To what extent do multiculturalists agree that the state should be 'differ You need to refer to relevant thinkers as well as cover both sides of the

Nationalism

EITHER

7 (a) To what extent do the ideas of conservative (a) I as cover both sides of the

OR

(b) To execut do all nationalists have the same definition for the term You'reed to refer to relevant thinkers as well as cover both sides of the

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A Levalue Politics Paper 2 (9PL0/0 **UK Government and Non-Core Political**

Practice Exam C

N	a	n	ıe

Time allowed:

2 hours

INSTRUCTIONS

- Write your name at the top of this name.

 Answer three questions in the second second
- In Section A answer : 7 or 1(b) and then answer either 2(a)
- answer **either** 3(a) or 3(b), 4(a) or 4(b), 5(a) or 5(b), 6(a) or 6(b) (a) or 7(b).

INFORMATION

- The marks for each question are shown in brackets.
- The maximum mark for this paper is 84.



SECTION A: UK GOVERNMENT

Answer ONE question from EITHER Question 1(a) OR Cand then answer ONE question from EITHER Question 2(a)

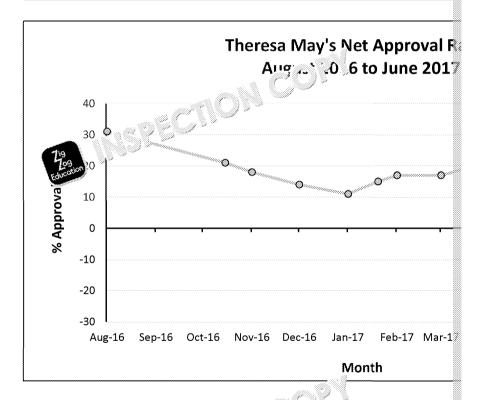
EITHER

1 (a) The text section of this source is adapted from a spin in The Telegraph of Theresa May's tenure as prime minister and a spin is directly from the changes in Theresa May's populations of prime minister.

In April 2017, The was voted the most popular leader since the vote sit is more capable than the opposition leader, Jeremy Coccident over Conservative Party supporters, with 98% of them believed leader of the government.

May put herself in an advantageous position after winning support from Conservative MPs in her successful leadership bid. This allowed her to from David Cameron's referendum defeat and subsequent resignation, her cabinet to satisfy remainers and Brexiteers within her party.

(Source: http://www.telegraph.co.uk/news/2017/04/26/theresa-may-pophttps://www.theguardian.com/politics/2016/jul/14/theresa-mays-



Using the sources, evaluate the extent for theresa May has been dictate events during her time is a minister.

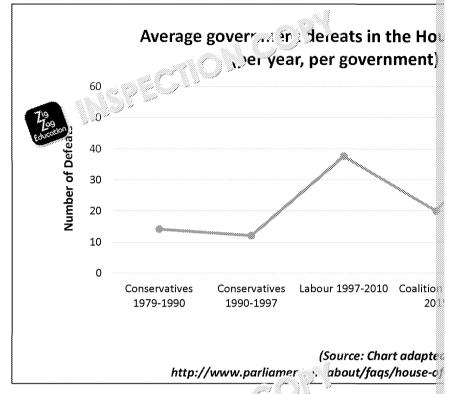
In your answer ুর্ন্তের্নে

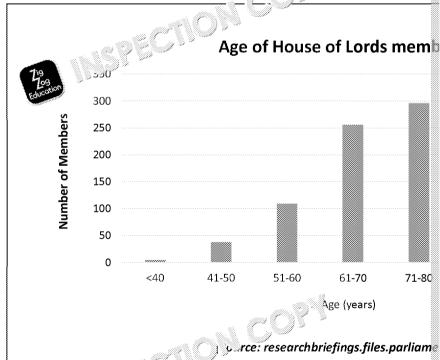
- Sic Saring views in the sources
- We ider the view and the alternative view, and make a reasoned a
- use your knowledge and understanding of the information within to evaluate the question





(b) This source contains graphs adapted from information available at parlia government defeats in the House of Lords and the demographic represent the second source contains a short extract written in The Telegraph about Lords over Brexit legislation.





The Lords voted against the government yesterday to retain the in after the UK's departure from the European Union. It was a regret put that decision right when the European Union Withdrawal Bill goes back

(Source: https://www.telegraph.co.uk/politics/2018/04/24/lords-risk-unde

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'The House of Lords can now be said to be the most powerful chamber years.' Using the sources, discuss.

In your answer you must:

- consider differing views in the sources
- consider the view and the alternative view, and make a reasoned a
- use your knowledge and understanding of the i formation within to evaluate the question

AND EITHE

2 (a) Evaluation the extent to which UK devolution should be extended to intro-English parliament.

In your answer you should include your knowledge and understanding of related to your study of UK Government, using these to form reasoned agree and disagree with the question claim.

OR

(b) 'The Supreme Court in the UK is very influential in the political process.' this statement is true.

In your answer you should include your knowledge and understanding of related to your study of UK Government, using these to form reasoned agree and disagree with the question claim.

79 Cognostion 21

SECTION B: NON-CORE POLITICAL ID

er ONE question EITHER (a) OR (b) from the ideology that

Anarchism EITHER

3 (a) To what extent do anarchists approve of the free market?

You need to refer to relevant thinkers as well as cover both sides of the

OR

(b) To what extent do individualist and collectivist anarchists disagree over You need to refer to relevant thinkers as well as cover both sides of the

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Ecologism

EITHER

4 (a) To what extent do social ecologists agree that hierarchy in human societien environmental problems?

You need to refer to relevant thinkers as well as cover both sides of the

OR

(b) To what extent do all ecologistical political the adoption of an environment of the adoption of the account thinkers as well as cover both sides of the



Feminism

EITHER

5 (a) To what extent do all feminists agree about the role of gender in the op-

OR

(b) To what extent does feminism overall focus on intersectionality?

You need to refer to relevant thinkers as well as cover both sides of the

Multiculturalism

EITHER

6 (a) To positive discrimination considered a good thing within You to refer to relevant thinkers as well as cover both sides of the

OR

(b) To what extent do multiculturalists disagree on human nature?

You need to refer to relevant thinkers as well as cover both sides of the

Nationalism

EITHER

7 (a) To what extent is internationalism contradic as a stionalism?

You need to refer to relevant this is as a sover both sides of the

OR

(b) To refer to relevant thinkers as well as cover both sides of the

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Mark Schemes

Practice Exam A Section A

Indicative content

1 (a) AO1 (10 marks)

This will be used by students to make key and evaluation (AO3) to take place

AO2 (10 marks) a (12) marks)

This will as a students develop their knowledge to both analyse and exposition. Candidates should analyse the source and how it agreed in the question. Students should look at the different views and exposition information and show how these can form the basis for differing open

Students should demonstrate the following knowledge and understanding that Parliament effectively scrutinises the government.

Parliament is effective at scrutiny:

- The transcript source arguably shows May being forced to produce statistics
- The article source indicates that Parliament can debate the government
- The article source highlights that select committees have become an impo
- The source shows that asking questions of the government can be an e
- The article source states 'MPs... have a vital role to play', indicating the

Parliament is ineffective at scrutiny:

- The transcript source shows that Corbyn asks the same questions to Management of the potential investigation by HMRC into tax avoidance.
- The article source implies that the value contains an entary sovereignty many sovereignty
- The source mentions debate but high light and the effectiveness and for
- The article source identify (Se) committees as a form of parliamental mention actual? There is a cause this is limited.

ts : A display that they can analyse (AO2) and evaluate (AO3) the executive in some of the following ways:

Parament is effective at scrutiny:

- The article source recommends that Parliament debates the topic of Brachange to policy (AO2). The fact that Parliament is able to influence the indicative that Parliament is better able to check government policy (AO
- The transcript source shows that May is asked about the works of HMRC answers that she provides to the opposition. This is a typical function and shows that ministers being interrogated offers some form of scruting
- The article source emphasises the importance of MPs in holding the gobecome more important in recent times (AO2). More powerful backben of the everyday proceedings of government (AO3).
- The article source talks about select committees scrutinising the work are government departments, in terms of their goings on and policy implement government must be held accountable and ment for what they are ment

Parliament is ineffective at some ny

• The source tranger of its y nuclic of Prime Minister's Questions being a scruting in the source transport of the prime minister (AO3).

opposition does not have access to resources such as a civil service who over legislative issues (AO2). This suggests an inherent imbalance between the limitations in being able to check the government (AO3).

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- The article source emphasises the importance of select committees but does not mantion have the commendations, rather demands. This renders useless the scrutinising power of select committees over lessuggesting Parliament is ineffective in checking the power of the executive in relation (AO3).
- The article source mentions that MPs are important in checking the power of governmention the structural imbalance that makes MPs relatively weak compared to mention the dictatorship has replaced parliamentary sovereignty (AO3).

Students should demonstrate that they can argue effectively on both sides. Students shalanced and reasoned way, conclusions being drawn from the parameters and debate.

Students who do not engage in this comparation with either the source or the knowledge cannot receive above 17 k.

(AO2) Analysis and (AO2) Sation should be rewarded only when they are relevant to

Reward any content that is reasoned, relevant and accurate.

Level	Mark	Description	
No level	0	tudent produced no material worthy of a single mark.	
		O1 Students portray surface knowledge and understand UK politics, with little to no analysis or evaluation.	-
Level 1	1–6	.O2 Students show little to no reasoned analysis of politic links between material and concepts.	
		.O3 Students engage in little to no evaluative work on po of the arguments are only descriptive in content lead	ling to poorly reas
		O1 Students portray some knowledge and understandi UK politics, which are sometimes used to support a general points are made.	- 900
Level 2	7–12	Students show some signs of analysing political con relevant links between material and a control of the contro	cepts and theorie
		Students engage in form: 1 Social evaluative we judgements. Social spartly reasoned a social section of the so	descriptive in co
		School transfer accurate knowledge and understa George Successful (1997) Successful	tly and is relevan
Level 3	13–18	.02 Students show mainly reasoned analysis of political links between material and concepts.	concepts and the
		O3 Students build a mostly reasoned evaluation on pol arguments throughout. This leads to generally reas	
		Students portray detailed and accurate knowledge concepts surrounding UK politics, which are used ef support analysis and evaluation. Relevant general p	ficiently, effectiv
Level 4	19–24	Students show consistently good reasoned analysis making multiple reasoned links between material a	
		.03 Students build an almost fully relevant evaluation o arguments throughout. This results in mostly reaso	
		O1 Students portray accuracy with a visible of the natural understanding of theories and correspondence of consistently to support the support of the consistently to support the support	g UK politics. This
Level 5	25–30	the symbol students of the symbol students and the symbol	een material and aluation on politic
		reasoned as a result.	



1 (b) **AO1 (10 marks)**

This will be used by students to make key conceptual arguments that allow their comparand evaluation (AO3) to take place.

AO2 (10 marks) and AO3 (10 marks)

This will assess how students develop their knowledge to both analyse and evaluate in answers the question. Candidates should analyse the source and how it agrees and disproposed in the question. Students should look at the different views and evaluations to political information and show how these can form the basis for differing opinions.

Students should demonstrate the following knowled and hear standing (AO1) for a that judicial independence and neutrality begin in their achieved:

Judicial independence and neutrality is for neutral expensions.

- The to provide the introduction of an independent appointments commission of government.
- The text source identifies that judges have retained factors that ensure independent guarantee of their own position.
- The table source shows that the number of judges representing women and those Oxbridge is slowly improving.

Judicial independence and neutrality have not been further achieved:

- The table source shows that the Supreme Court remains highly unrepresentative
- The text source shows that the Supreme Court faces public attention and judges sopinions when asked about cases.
- The text source shows judges are subject to criticism from politicians.
- The text source highlights one aspect of a historical trend of a fusion of powers.

Students should display that they can analyse (AO2) and evaluate (AO3) the case that and neutrality have been further achieved in some of the following ways:

Judicial independence and neutrality have been further and additional independence and addit

- The text source indicates that the Constitutional Reform Act reduced the power of appointing judges and subsequenting of a continuation of elitist interests being selecting judges (AO2). The large that the Supreme Court has had more of a bacture judiciary before the continuation of elitist interests being selecting judges (AO2).
- The title of Lows that judges were previously selected from the House of Low their politicised (AO2), indicative that recent reform has ensured the judicial branch doparliamentary affairs (AO3).
- The text source suggests that the guarantee of judges not being removed from the judicial independence because it means that judges cannot be bribed or threateness certain way (AO2). The maintenance of these structures has enforced judicial independence system (AO3).
- The table source suggests that though only slow progress is occurring in terms of rethat a quarter of current Supreme Court justices didn't attend Oxford or Cambridge that elitism and underrepresentation are declining (AO2). This means political view the population, increasing judicial neutrality (AO3).

Judicial independence and neutrality have not been further achieved:

- The table source shows that despite changes made ' and appointment process, the judges still underrepresent. The court is still highly and in nature (AO2). This is significant and are unlikely to remain index are pooled from such (AO3).
- The text source is any hare the increase of profile and exposure to the media has likelih the it is likely because to defend or justify their case decisions, which inhere (AO2). have, therefore, become less neutral in recent times because they engage in political debate (AO3).

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The text source shows that the conventions used to protect judges from ministers longer do so. Political pressure may be felt by judges due to criticism from politicish the judicial independence of the Supreme Court as it does not guarantee that they influence by ministers (AO3).

Students should demonstrate that they can argue effectively on both sides. Students should and reasoned way, conclusions being drawn from the board debate.

Students who do not engage in this comparation sc. John with either the source or the knowledge cannot receive above 12 John with either the source or the knowledge cannot receive above 12 John with either the source or the knowledge cannot receive above 12 John with either the source or the knowledge cannot receive above 12 John with either the source or the knowledge cannot receive above 12 John with either the source or the knowledge cannot receive above 12 John with either the source or the knowledge cannot receive above 12 John with either the source or the knowledge cannot receive above 12 John with either the source or the knowledge cannot receive above 12 John with either the source or the knowledge cannot receive above 12 John with either the source or the knowledge cannot receive above 12 John with either the source or the knowledge cannot receive above 12 John with either the source or the knowledge cannot receive above 12 John with either the source or the knowledge cannot receive above 12 John with either the source or the knowledge cannot receive above 12 John with either the source or the knowledge cannot receive above 12 John with either the source or the knowledge cannot receive above 12 John with either the source or the knowledge cannot receive above 12 John with either the source or the knowledge cannot receive a source or the knowledge cannot rece

(AO2) Analysis and (AO3 Confidence should be rewarded only when they are relevant to

Reward any 🕍 ontent that is reasoned, relevant and accurate.

Level	Mark		Description
No level	0	Stude	nt produced no material worthy of a single mark.
		AO1	Students portray surface knowledge and understanding of theories and UK politics, with little to no analysis or evaluation.
Level 1	1–6	AO2	Students show little to no reasoned analysis of political concepts or the links between material and concepts.
		AO3	Students engage in little to no evaluative work on politics, making sime Many of the arguments are only descriptive in content leading to poor
		AO1	Students portray some knowledge and understanding of theories and UK politics, which are sometimes used to support analysis or evaluation general points are made.
Level 2	7–12	AO2	Students show some signs of analysing political concepts and theories, links between material and concepts.
		AO3	Students engage in formulating conserved two work on politics, making judgements. Some of the manner
		C.445C	Students confidential formula of theories and understanding of the understanding
Level 3	13–18	AC	Students show mainly reasoned analysis of political concepts and theoretinks between material and concepts.
		AO3	Students build a mostly reasoned evaluation on politics, making good arguments throughout. This leads to generally reasoned conclusions.
		AO1	Students portray detailed and accurate knowledge and understanding concepts surrounding UK politics, which are used efficiently, effectively support analysis and evaluation. Relevant general points are made.
Level 4	19–24	AO2	Students show consistently good reasoned analysis of political concept multiple reasoned links between material and concepts.
		AO3	Students build an almost fully relevant evaluation on politics, making starguments throughout. This results in mostly reasoned conclusions.
		A01	Students portray accuracy with a visible attention to detail in terms of understanding of theories and concepts and ng UK politics. This was consistently to support analysis and svenion. The result is convincing throughout the answer
Level 5	25–30	AO2	Students show the seception in formulating a reasoned analysis of the second

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2 (a) **AO1 (10 marks)**

This will be used by students to make key conceptual arguments that allow their comparand evaluation (AO3) to take place.

AO2 (10 marks) and AO3 (10 marks)

This will assess how students develop their knowledge to both analyse and evaluate in answers the question. Candidates should present different sides of the debate, analyse evaluate by weighing up which arguments are more convincing.

Students should demonstrate the following knowledge and standing (AO1) for a that the British constitution should be codified:

The British constitution should be codified:

- An entrenched bill of rights we had a safe guarantee that they would not be
- It would limit the power of the institutions within the state, such as the execution within the state.
- It would vic's e- Sunderstanding of what is and is not constitutional.
- Codif. You are be better suited when considering recent constitutional reforms

The British constitution should remain uncodified:

- Codified constitutions are too rigid and cannot be amended easily enough.
- In times of emergency, codified constitutions are impractical.
- The process of codification is unclear in terms of who would write the constitution
- It would give greater power to the unelected, unaccountable judiciary by taking po from Westminster.

Students should display that they can analyse (AO2) and evaluate (AO3) the argument codification of the constitution with some of the following:

The British constitution should be codified:

- A common criticism of the uncodified model is that rights are not well enough prowould allow government officials to be held to account on human rights infringenconstitution should be codified to ensure the development of human rights (AO3)
- Elective dictatorship has arguably occurred in the British of call system whereby the other branches. A separation of powers wo confidence the ability of Parliamer scrutinise (AO2). Democratic accounts the confidence of the ability of Parliamer scrutinise (AO2).
- The constitution is currently reaction in a variety of different sources and it is, it locate unconstitutional acts identified more simply (AO3).

 The constitution is currently reaction in a variety of different sources and it is, it locate unconstitutional acts identified more simply (AO3).
- Reform as devolution and human rights favour a written constitution so that according distributed (AO2). This implies that the current constitution is outdated UK law and makes a case for codification (AO3).

The British constitution should remain uncodified:

- It is difficult for governments with mandates to carry out their manifesto promises limitations of a codified constitution make it very difficult to amend (AO2). This should undermine the democratic legitimacy of the government (AO3).
- Because codified constitutions are rigid and entrenched, times of urgency cannot be because they rely on law written several years previously which cannot be updated codification shows that the constitution should not be updated because it would not events (AO3).
- There are no 'founding fathers' who would write this constitution, and codification extraordinary power into underserving individuals' hand (4.2). As there is also not the constitution publically, there is no necessity so threat and democracy by codification.
- A separation of powers would hand to the judiciary, when unelected judges. This world active democracy in the UK (AO2). Therefore, the remain uncodified to the incident maintenance of representative democracy (AO3).







Synoptic links

- The volatility of elections has made it increasingly unclear what the outcome of elections in diverse party support and a decrease in majorities strengthens the case for clarity through
- Rights in context teaches that there is unrest about the uncertainty of partially writering bill of rights would be more effective and popular.
- Democracy and participation shows that there are undemocratic areas, such as rebe overturned by Parliament, which should be modernised through codification.

Students should demonstrate that they can argue effectively on both sides. Students sbalanced and reasoned way, conclusions being drawn from this balanced debate.

Students who do not engage in this comparative discussion of their own relevant know above 12 marks.

Students cannot score over 25 mar's at hand for draw on any synoptic links.

(AO2) Analysis and (103 Linear should be rewarded only when they are relevant.

Reward an content that is reasoned, relevant and accurate.

No level 0 Student produced no material worthy of a single mark. AO1 Students portray surface knowledge and understanding of theories
UK politics, with little to no analysis or evaluation.
AO2 Students show little to no reasoned analysis of political concepts or
Level 1 1–6 links between material and concepts.
AO3 Students engage in little to no evaluative work on politics, making s
Many of the arguments are only descriptive in content leading to po
Links to other aspects of politics are rare and at surface level.
AO1 Students portray some knowledge and understanding of theories an
UK politics, which are sometimes used to support analysis or evalua
general points are made.
Level 2 7–12 AO2 Students show some signs of analysing political concepts and theori
AO3 Students engage in formulating som sed fir it se work on politics, m
judgements. Some of thentre still partly descriptive in co
reasoned conclusi reasoned conclusions to other aspects of polit
AO1 Students: A charate knowledge and understanding of theorie
JK politics. Knowledge is used efficiently and is relevan
and evaluation. Mostly relevant general points are made.
As the distance of political concents and the
Level 3 13–18 links between material and concepts.
AO3 Students build a mostly reasoned evaluation on politics, making goo
arguments throughout. This leads to generally reasoned conclusion
to link answer to other aspects of politics.
AO1 Students portray detailed and accurate knowledge and understandi
concepts surrounding UK politics, which are used efficiently, effective
support analysis and evaluation. Relevant general points are made.
Level 4 19–24 AO2 Students show consistently good reasoned analysis of political conc
multiple reasoned links between material and concepts.
AO3 Students build an almost fully relevant evaluation on politics, makin arguments throughout. This results in mostly reasoned conclusions
relevant links made to other aspects of politics
AO1 Students portray accuracy with a visible on to detail in terms
understanding of theories and conclusion of the Jounding UK politics. The
consistently to support rany and devaluation. The result is convin
throughout the swe
Level 5 25–30 AO2 Students of a song perception in formulating a reasoned analysis
he haking consistently convincing links between material and
A 1200 udents engage in building an entirely relevant evaluation on politi
effective and reasoned judgements and arguments throughout. Co
reasoned as a result. Links to other aspects of politics are entirely r

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AO1 (10 marks) 2 (b)

This will be used by students to make key conceptual arguments that allow their comparations and evaluation (AO3) to take place.

AO2 (10 marks) and AO3 (10 marks)

This will assess how students develop their knowledge to both analyse and evaluate in answers the question. Candidates should present different sides of the debate, analyse evaluate by weighing up which arguments are more convincing."

Students should demonstrate the following knowledge and understanding (AO1) for a that the prime minister is able to control the agenda and a policy:

The prime minister controls the agenda:

- Even in weak governments, prime and set a prime exclusive powers that can be used example, patronage.
- Prime ministers what was a juried support from their party command respect and
- 🌠 ad ് വും ges are given to any prime minister, including the Prime Mini 🛭 chair d က binet.
- Cabinet can be bypassed and prime ministers can push through personalised policy have named ideologies, such as Thatcherism or Blairism.

The prime minister cannot control the agenda:

- Predominant prime ministers only enjoy this influence for a limited time, if at all.
- Prime ministers have increasingly weak majorities and cannot control their party.
- Prime ministers are too often influenced by events out of their control and cannot
- Prime ministers must rely on at least some support from their cabinets.

Students should display that they can analyse (AO2) and evaluate (AO3) the extent to minister controls the agenda in government in some of the following ways:

The prime minister controls the agenda:

- Prime ministers have exclusive roles that specifically make them more powerful the other ministers. Their ability to appoint cabinet ministers is particularly significan the government is mainly prime ministerial, as they have all patronage power over
- Party unity means prime ministers are less a rick free backbench rebellions or party This shows that prime ministers who are joint in former party can control the agence
- The institutional resources allow the prime minister give them advice, time other members of which (AO2). These exclusive resources explain in part with ည့္အေဝါ ေျပန္ခင္ဆင္မွ်တေmpared to other ministers.
- $^{m{2}}$ 'yes' people to the cabinet, or simply ignoring the advice of the cabi is able to push through a personal agenda unchallenged (AO2). The lack of necess cabinet is, therefore, significant in the argument that the prime minister dictates

The prime minister cannot control the agenda:

- Cabinets and governments become stale over time and this leaves the prime mini (AO2). The prime minister therefore cannot control a long-term situation in which leader (AO3).
- Two of the last three governing parties have not acquired a majority and this mea has a weaker mandate, and party divisions, as well as legislative defeats, are more once the prime minister in the UK may have been predominant, now prime minist agenda because they cannot control their own party (AO3).
- International or inherited events can have a significant impact on the reputation of They may not have implemented policy or acted in any in a this eventuality (A have limited control over events (AO3).
- Prime ministers who lose the sum at 5f and cabinet can be ousted through a vote party rebellion (AO2). The jountrue to suggest that prime ministers can counchallenged (AO3)

Synoptic lin

The political parties unit shows that party leaders cannot control the agenda unless support. This does not happen when they do not have a majority.



Students should demonstrate that they can argue effectively on both sides. Students s balanced and reasoned way, conclusions being drawn from this balanced debate.

Students who do not engage in this comparative discussion with their own relevant know above 12 marks.

Students cannot score over 25 marks if they fail to draw in a symptic links.

(AO2) Analysis and (AO3) evaluation should be a warded only when they are relevant.

Reward any other content in the following in the relevant and accurate.

		Togues)
Level	Mark	Description
No level	0	Student produced no material worthy of a single mark.
		AO1 Students portray surface knowledge and understanding of theories ar UK politics, with little to no analysis or evaluation.
Level 1	1–6	AO2 Students show little to no reasoned analysis of political concepts or the links between material and concepts.
		AO3 Students engage in little to no evaluative work on politics, making sim Many of the arguments are only descriptive in content leading to pool Links to other aspects of politics are rare and at surface level.
		AO1 Students portray some knowledge and understanding of theories and UK politics, which are sometimes used to support analysis or evaluating general points are made.
Level 2	7–12	AO2 Students show some signs of analysing political concepts and theories links between material and concepts.
		AO3 Students engage in formulating some evaluations are judgements. Some of the argument are startly descriptive in concreasoned conclusions. A factor and startly descriptive in concreasoned conclusions.
Level 3	13–18	AO1 Students portragged in Solution wiledge and understanding of theories a surround with the surround
		AO3 Students build a mostly reasoned evaluation on politics, making good arguments throughout. This leads to generally reasoned conclusions. to link answer to other aspects of politics.
		AO1 Students portray detailed and accurate knowledge and understanding concepts surrounding UK politics, which are used efficiently, effective support analysis and evaluation. Relevant general points are made.
Level 4	19–24	AO2 Students show consistently good reasoned analysis of political concept multiple reasoned links between material and concepts.
		AO3 Students build an almost fully relevant evaluation on politics, making arguments throughout. This results in mostly reasoned conclusions, t relevant links made to other aspects of politics.
		AO1 Students portray accuracy with a visible attention to detail in terms of understanding of theories and concerts and ancing UK politics. This consistently to support analysis and system on. The result is convincing throughout the answers
Level 5	25–30	AO2 Students show in paragraphic in formulating a reasoned analysis of theories in consistently convincing links between material and of the consistently released as a result. Links to other aspects of politics are entirely released as a result. Links to other aspects of politics are entirely released.

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- (a) Ways in which individualist and collectivist anarchists agree about how socie
 - Individualist anarchists consider the state to be a negative influence on Collectivist anarchists consider that the state is a negative influence on therefore, they have a similar negative opinion in the state to individual anarchisms therefore consider that societies call be stateless as both it is a negative influence on the (A-a).
 - Individualist anarch as consider people to be cooperative by nature (AO) have a position anarchisms consider that society does not need any for ause people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so society can be free from extensive people are inherently good and so

Ways in which individualist and collectivist anarchists disagree about how so

- Collectivist anarchism believes that society should be organised into collequitable distribution of resources (AO1). Individualist anarchism on the community has a potential to restrict the individual's freedom and so focommunity (AO2). Therefore, these anarchisms disagree over the structure believe it should be community orientated while individualists consider (AO3).
- Egoism is a form of individualist anarchism that maintains that the indivigeneral (Stirner) (AO1). As collectivist anarchism has a strong focus on between people in society for the belief of the belief of these views are very disagree as while collectivistic of anarchism focus on maintaining lissociety, especially from the collectivistic or anarchism focus on maintaining by

Students must refer to at least two thinkers from the specification and considerable they fail to do either, they cannot achieve more than 9 marks..

- 3 (b) Ways in which anarchists agree about how the state should be overthrown:
 - Anarcho-communists consider revolution the only sure way to overthrown Anarcho-syndicalists push for mass strikes which will be a spark for revolution idea for how the state should be overthrown (AO2). Therefore, agree that revolution is necessary for the state to be overthrown (AO3).
 - Egoists consider that the state will simply wither away naturally once all individuals, making the state redundant as a result (Stirner) (AO1). Analysision, as individuals would only enter into agreements that they choose would become unnecessary (AO2). Therefore the both cases the way the bethat it becomes redundant as necessary audity withdraw from it and outside of its structure (AC).
 - Mikhail Bakunir side that the state should be removed through sparked it is easing collective action of workers (AO1). Peter Kropovor corremoving the state because he believed it to be too strongly to remove the state and establish an anarchist society (AO3).

Ways in which anarchists disagree about how the state should be overthrow

Collectivist anarchists consider revolution to be the only sure way to remain anarchists, on the other hand, prefer a more evolutionary way to remain associations removing the need for one or by people being educated and

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Therefore, they differ a lot as collectivists advocate a revolutionary solution while individualists advocate an evolutionary one (AO3).

- Anarcho-communists consider that revolution is needed to overthrow the state (Konsider that individuals will gradually withdraw from the state and make their are it; therefore, the state will peacefully wither away rather than needing a revolution. Therefore, these two branches of anarchism differ as egoists do not want a revolution communists do (AO3).
- Pierre-Joseph Proudhon advocated an evolution of society into anarchism which veremoval of the state (AO1). Mikhail Bakunin advocated a revolutionary end for the increasing worker action (AO2). Therefore, these two key anarchist thinkers have how the state should be abolished, ranging from the revolution of Proudhorevolution of Bakunin (AO3).

Students must refer to at least two they fail to do either, they come to a week fail to do either, they come to a marks.

Level	Mark	Information
No level	0	Arkdisconincorrect or irrelevant to question.
		Little comprehension of the relevant political concepts is shown as well analysis and evaluation (AO1).
1	1–4	 Little comparative analysis is made of relevant political aspects with only rationalising that refers to similarities and/or differences, forming basic and ideas (AO2).
		• Little evaluation of political aspects is made, with just basic arguments a are mainly descriptive and result in a conclusion with little proof (AO3).
		Some comprehension of the relevant political concepts is shown with so to support the analysis and evaluation (AO1).
2	5–9	 Some comparative analysis is made of relevant political aspects with sor rationalising that refers to similarities and/or differences, forming some between concepts and ideas (AO2).
		• Some appropriate evaluation of political be a fis made, with good argustimes made, a few of which has a pure and result in general
		• Mainly correct complete and political aspects is shown correctly to a part of Lanalysis and evaluation (AO1).
3	10–14	natising that refers to similarities and/or differences, forming mainless were concepts and ideas (AO2).
		Mainly appropriate evaluation of political aspects is made, with good are mainly made, many of which are justified and result in reasonably decer
		Correct comprehension of the relevant political aspects is shown and is the analysis and evaluation (AO1).
4	15–19	Constant comparative analysis is made of relevant political aspects with rationalising that refers to similarities and differences, forming appropria concepts and ideas (AO2).
		Largely appropriate evaluation of political aspects is made, with good arg largely made, which are largely justified and result in largely strong conclusions.
		Full comprehension of the relevant political aspects is shown and is very the analysis and evaluation (AO1).
5	20–24	Sharp comparative analysis is made of harm solid links between concelling rationalising that forms solid links between concelling that the concelling thad the concelling that the concelling that the concelling that th
		• Completely appropriate A Virginia of political aspects is made, with ver judgements the following and result in complete conclusions.







- 4 (a) Ways in which deep green and shallow green ecologists agree over human n
 - All ecologists reject the notion that humanity is the master of nature (Acceptage) ecologists agree that the way that humanity has been treating nature for been the cause of the many environmental problems facing us today (Acceptage) human nature as having been geared too much to wards exploiting nature.
 - Shallow and deep green ecologists agree not inthe opocentrism should the idea that humanity is considered as parate from and superior to view that sees humanity and requal to and a part of nature (AO2). In nature insofar and the seaming to reject anthropocentrism (AO3).
 - Rachs in Land a mallow green ecologist, maintains that humanity should be like (AO3). This is very similar to the ideal logist, who sought to extend the definition of biotic community to inhumanity because humanity was just a part of nature (AO2). Therefore humanity should be viewed as just a part of nature, and so have a similar should be like (AO3).

Ways in which deep green and shallow green ecologists disagree over huma

- Shallow green ecologists promote the adoption of an enlightened anthoraccount of nature but still allows for humanity's interests (AO1). Deep approach, preferring ecocentrism instead, an approach where nature is disagreement over human nature in this regard as deep greens seek to own sake rather than the shallow green focus of doing so because it also
- Deep green ecologists push for an entirely holistic world view that can
 position as inseparable from wider nature (AO1). In this regard they cr
 to view issues in separation, which they maintain is impossible because
 from nature as a whole (AO2). Therefore, they disagree on human nature
 greens have a much more holistic view of it than shallow greens do (AO3).
- Aldo Leopold, a deep green ecologist, are what potentric equality, who web of nature as a single and equal part of the ideal green ecologist, as her ideal of the issue view of nature was based on the harmed, humanity and the ideal in turn (AO2). This, therefore, marks a nature hearth of the ideal of the issue of nature itself (AO3).

must refer to at least two thinkers from the specification and considerable fail to do either, they cannot achieve more than 9 marks.

- 4 (b) Ways in which ecologists agree over the role of the state:
 - Some shallow green ecologists propose managerialism as a role for the and monitoring companies to ensure they act in the interests of the enidea to that ecosocialists have when they advocate the overthrow of camore state controls of the economy for the benefit of the environment ecologism therefore agree on the state having a stronger role in regular
 - Deep green ecologists consider that the state as it exists has failed and focus on local government based on bioregions (AO1). This perspective seek the complete removal of the state but also advise the creation of communities (AO2). Therefore, both of these branches have a very simple structured in the future following the removal of the state as well as between the communities (AO3).
 - Murray Bookchin, a social ecologist, ons, is the state as negative for nature and so it must be face. AOT). Rachel Carson, a shallow ecologists are a set on the state in that both of them consider

wnich ecologists disagree over the role of the state:

regulating and monitoring the economy to ensure it maintains the environmental monitoring the economy to ensure it maintains the environmental monitoring the state has failed and would continue to fail at be decentralisation which allows local communities to take care of the Therefore, these two branches of ecologism disagree over the role of faith in its potential while deep greens have lost faith in the potential of

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- Eco-socialists consider that the state should have a monitoring role, particularly in benefit for nature (AO1). Eco-anarchists oppose all forms of hierarchy and so opposithey don't consider that any central state should be entrusted with any sort of role these two branches differ over the role of the state as while eco-socialism advocates, such as controlling the economy to make it sustainable, as advocated by Schanarchism advocates less (or no) role for the state (AO3).
- Murray Bookchin, part of the eco-anarchist branch of social ecology, considers the propping up capitalism and so its current role is a negative one and it must be removed. Merchant is an ecofeminist who is more concerned with the patriarchal element of this role of it (AO2). Therefore, they have different opinions about which element operceive to be the problem, as Bookchin is more concerned with its role in the ecomore concerned with its role for women (AC3).

Students must refer to at least two with especification and consider both side they fail to do either, they with the specification and consider both side they fail to do either, they with the specification and consider both side they fail to do either, they with the specification and consider both side they fail to do either, they will be specification and consider both side they fail to do either, they will be specification and consider both side they fail to do either, they will be specification and consider both side they fail to do either, they will be specification and consider both side they fail to do either, they will be specification and consider both side they will be specification and consider both side they fail to do either, they will be specification and consider both side to be specification.

Level	Mark	Education Information
No level	0	Answer incorrect or irrelevant to question.
		• Little comprehension of the relevant political concepts is shown as well analysis and evaluation (AO1).
1	1–4	Little comparative analysis is made of relevant political aspects with only rationalising that refers to similarities and/or differences, forming basic and ideas (AO2).
		Little evaluation of political aspects is made, with just basic arguments a are mainly descriptive and result in a conclusion with little proof (AO3).
		Some comprehension of the relevant political concepts is shown with so to support the analysis and evaluation (AO1).
2	5–9	 Some comparative analysis is made of relevant political aspects with sor rationalising that refers to similarities and/or differences, forming some between concepts and ideas (AO2).
		Some appropriate evaluation of politic and be a sis made, with good argusters made, a few of which have a pure fixed and result in general sometimes made, a few of which have a pure fixed and result in general sometimes.
		• Mainly correct complete the relevant political aspects is shown correctly to a first analysis and evaluation (AO1).
3	10–14	nalising that refers to similarities and/or differences, forming mainlative concepts and ideas (AO2).
		Mainly appropriate evaluation of political aspects is made, with good are mainly made, many of which are justified and result in reasonably decer
		Correct comprehension of the relevant political aspects is shown and is the analysis and evaluation (AO1).
4	15–19	Constant comparative analysis is made of relevant political aspects with rationalising that refers to similarities and differences, forming appropriconcepts and ideas (AO2).
		Largely appropriate evaluation of political aspects is made, with good arg largely made, which are largely justified and result in largely strong conclusions.
		Full comprehension of the relevant political aspects is shown and is very the analysis and evaluation (AO1).
5	20–24	Sharp comparative analysis is made of reference political aspects with ver logical rationalising that form and solid links between conce
		• Completely apprograte ນ ງູ່ມີdon of political aspects is made, with ver judgement a ງູ່ ກຳໃການally justified and result in complete conclusi



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- 5. (a) Ways in which feminists agree about patriarchy:
 - Patriarchy is considered by all feminists to be negative and a cause of webecause patriarchy denotes a society that is run by men and in the interest against the interests of women and does not given them a say in how the all feminists will clearly oppose patriarchy as a left to women's right.
 - All feminists also agree that a patriar and or expressricts the opportunity because men are favoured and are incharge and so women have we overlooked for promining and in a so they agree that patriarchy astricts in the opportunity and all (August to women and so they agree that patriarchy in the opportunity and all (August to women and so they agree that patriarchy in the opportunity is a patriarchy in the opportunity and the opportunity are all (August to women and so they agree that patriarchy in the opportunity and or expression of the opportunity and other opport

that subjugates women; this opinion is shared by Kate Millett who states marriage is tied, that upholds patriarchy (AO2). Both of these key feministing patriarchy, particularly surrounding the family, as being bad for Ways in which feminists disagree about patriarchy:

- Liberal feminists consider that patriarchy is not permanent but will be enachieved (AO1). Radical feminists contest this as they maintain that it content the progress the women's movement has made (AO2). Therefore, these disagree as to the longevity of patriarchy, as radicals think it can survive equality while liberals think that achieving equality brings patriarchy to
- Liberal feminists consider that patriarchy is experienced uniformly by all exploited under it by men (AO1). Postmodern feminists challenge this which is the idea that black women and working-class women experience white middle and upper-class women (AO2). Therefore, postmodern femabout patriarchy as they consider it is not experienced in the same way.
- Many feminists consider patriarchy ar which is in the bethe main problem. (AO1). Bell hooks considers the his instant too simplistic because so class-based discrimination in a poor sexism (AO2). Therefore, bell hooks with other feministry in a poor sexism (AO2). Therefore, bell hooks with other feministry in a poor sexism (AO2).

must refer to at least two thinkers from the specification and considerable fail to do either, they cannot achieve more than 9 marks.

- 5. (b) Ways in which all feminists subscribe to equality feminism:
 - Liberal feminists subscribe to the notion of equality feminism as achieving primary aim (AO1). Equality feminism is about seeking to establish absolute women in society because they consider the biological differences between unimportant (AO2). Therefore, this branch of feminism pursues equality pursuit of full equality for women with men (AO3).
 - Socialist feminists also subscribe to the notion of equality feminism as at their main aim (AO1). They blame capitalism for the inequality that wor as they also consider men and women to be the same (AO2). Therefore, feminism as they seek to create absolute equality between men and wor feminism means (AO3).
 - Simone de Beauvoir argued that being han, on an does not automassomeone, it is society that does that CO3, she uses this to push for the so that women are not see a therently just because they are women feminism as this society and peates no difference between men and women be subjected in to ais notion (AO3).

which all feminists do not subscribe to equality feminism:

ofference feminists argue that women are, in fact, different from men they should pursue a separate identity as a result of their differences (AC equality feminism's assertion that women and men are essentially the so criticise equality feminism for encouraging women to be like men and so (AO2). Therefore, difference feminists do not subscribe to equality feminism are not different in any meaningful way (AO3).

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Radical feminists do seek equality for women but they also consider that women s from men in some ways (AO1). Women, they argue, should be free to pursue their from men if they so wish; this is true equality (AO2). Therefore, they do not subscill feminism, as this is rather about achieving equality by emphasising the lack of diff and men and a similar or same identity for both (AO3).

Bell hooks focuses on the idea of intersectionality, which refers to the idea that was lower class suffer different problems that are usually not focused on by feminism implies that the experiences of different women are very different from each other them all the same as a way to achieve equality misses out on this important fact (A does not entirely subscribe to equality feminism as she does not consider this to be women, who need factors other than just their sex taker ... account when discuss

Students must refer to at least two thinkers from the hopping and consider both side they fail to do either, they cannot achieve for Jun 9 marks.

Level	Mark	Information
No level	0	Al correct or irrelevant to question.
		Little comprehension of the relevant political concepts is shown as well analysis and evaluation (AO1).
1	1–4	 Little comparative analysis is made of relevant political aspects with onl rationalising that refers to similarities and/or differences, forming basic and ideas (AO2).
		• Little evaluation of political aspects is made, with just basic arguments a are mainly descriptive and result in a conclusion with little proof (AO3).
		Some comprehension of the relevant political concepts is shown with so to support the analysis and evaluation (AO1).
2	5–9	Some comparative analysis is made of relevant political aspects with solutionalising that refers to similarities and/or differences, forming some between concepts and ideas (AO2).
		Some appropriate evaluation of political aspects is made, with good arg sometimes made, a few of which are particular and result in general contents.
		Mainly correct comprehension of the algorithm political aspects is shown correctly to support the algorithm evaluation (AO1).
3	10–14	• Mainly good (analysis is made of relevant political aspects we stion to be a street to similarities and/or differences, forming main the succession of th
		Mainly appropriate evaluation of political aspects is made, with good ar mainly made, many of which are justified and result in reasonably deceived.
4		• Correct comprehension of the relevant political aspects is shown and is the analysis and evaluation (AO1).
	15–19	Constant comparative analysis is made of relevant political aspects with rationalising that refers to similarities and differences, forming appropri concepts and ideas (AO2).
		Largely appropriate evaluation of political aspects is made, with good arg largely made, which are largely justified and result in largely strong conclusions.
5	20–24	• Full comprehension of the relevant political aspects is shown and is very the analysis and evaluation (AO1).
		Sharp comparative analysis is made of relevant political aspects with ve logical rationalising that forms substantial and like links between concentrations.
		• Completely appropriate evaluation of solicy aspects is made, with ver judgements that are continuous filed and result in complete conclus
		7° 1337







- 6 (a) Ways in which multiculturalists agree on the promotion of group-differentiate
 - Pluralist multiculturalists promote group-differentiated rights on the base of minority groups with society (AO1). Group-differentiated rights involudifferently to different groups in society to account for cultural, religious them (AO2). This is exactly what pluralists promote will help groups feel society and so they are in favour of promote successful (AO3).
 - Liberal multiculturalists sup the consistency of self-government right geographically consistency of the ensure, according to Charles Taylor, mind this is a limit of group-differentiated rights that involves local self-government right geographically consistency of the ensure of th
 - Will Kymlicka is a strong advocate of different forms of group-different three different types: self-government rights giving rights to geographic polyethnic rights that focus on immigrants, and representation rights this historically suffered in society (AO2). Therefore, he is a strong advocate differentiated rights, offering three different types for different situation

Ways in which multiculturalists disagree on the promotion of group-differen

- Liberal multiculturalists support minority rights, which are rights that engroups with the rest of society (AO1). However, they consider that peoprather than as part of a race or culture, for instance, and so do not apprights that are different from rights granted to individuals (AO2). Grouthat grant specific groups rights separate from rights to all individuals appreference for individuals they do not promote group-differentiated rights.
- Cosmopolitan multiculturalists aim to create a seed identity for all me separate groups to follow their own in a tile floreside (AO1). To this of minority rights to allow all a see these would give different groups difference between any the base these would give different groups laws (AO2) and the base would cement the differences between groups of the cosmological particular and the cosmological particular an

iq Modood argues that the different group identities in a society shounified overall identity as well (AO1). Such an idea would be made easinghts that ensure the equality of all is enshrined in law but would be highlights because if different groups had different rights, the differences be (AO2). Therefore, he does not promote group-differentiated rights because identities working together to form a unified one as their different promotes are unified one as their differences because identities working together to form a unified one as their differences because identities working together to form a unified one as their differences because identities working together to form a unified one as their differences because identities working together to form a unified one as their differences because identities working together to form a unified one as their differences because identities working together to form a unified one as their differences because identities working together to form a unified one as their differences because identities working together to form a unified one as their differences because identities working together to form a unified one as their differences because identities working together to form a unified one as their differences because identities working together to form a unified one as their differences because identities working together to form a unified one as their differences because identities working together to form a unified one as their differences because identities working together to form a unified one as their differences because identities working together to form a unified one as their differences because identities working together to form a unified one as their differences because identities working together to form a unified one as their differences because identities working together togethe

Students must refer to at least two thinkers from the specification and considerable they fail to do either, they cannot achieve more than 9 marks.

- 6 (b) Ways in which all multiculturalists propose to extend tolerance to all minorit
 - The acceptance of other cultures is a key part of multiculturalism (AO1) that people have different beliefs and that there will be some that you anyway (AO2). Tolerance is, therefore, a key of multiculturalism and considers that all cultures are equal, including therefore, be extended to
 - Both pluralist and cosmon anything (AO1). When it is a considered these cultures culture is the society as all these groups should be considered.

khu Parekh states that no culture is perfect and so all need to be respective and so all need to be respective and so all need to be respective and the state of the society to have many different cultures and that these need to be allowed the rand work together, and this cannot be done without tolerance (A)

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Ways in which multiculturalists do not all propose to extend tolerance to all minority graves in their society:

- Liberal multiculturalists only seek to extend toleration to cultures that are themse.
 Their opinion is that only cultures that are compatible with liberalism should be to by the state (AO2). Therefore, they do not propose extending tolerance to all minuthat are themselves intolerant will not be tolerated (AO3).
- Cosmopolitan multiculturalists seek to tolerate all cultures but they also aim to estidentity that applies to all (AO1). They envisage a society that is two tiered, with a everyone in a society can subscribe to, as well as all the separate cultural identities therefore have two identities (AO2). This raises the question of how they would renot also subscribe to the overall identity or try to detract from it, as this would purvision of cosmopolitans. Therefore, this branch is not as ant of all cultures as because the latter are not trying to create this or a fine antity on top (AO3).
- Isaiah Berlin considers that a liberal so the Lest way to ensure multicultural that only cultures that contribute 5 to a society and can share the values of a liberal tolerated (AO2). This is the Lest way to ensure multicultural that only cultures are in a society and can share the values of a liberal tolerated (AO2). This is the Lest way to ensure multicultural that only cultures are in a society and can share the values of a liberal tolerated (AO2).

Students muse ejer to at least two thinkers from the specification and consider both side they fail to do either, they cannot achieve more than 9 marks.

Level	Mark	Information
No level	0	Answer incorrect or irrelevant to question.
1	1-4	 Little comprehension of the relevant political concepts is shown as well as analysis and evaluation (AO1). Little comparative analysis is made of relevant political aspects with only pathat refers to similarities and/or differences, forming basic links between contitude evaluation of political aspects is made, with just basic arguments and mainly descriptive and result in a conclusion with little proof (AO3).
2	5–9	 Some comprehension of the relevant political concepts is shown with some support the analysis and evaluation (AO1). Some comparative analysis is made of relevational aspects with some rationalising that refers to similaritie a d/n afferences, forming some acconcepts and ideas (AO2). Some appropriate and use of values of values aspects is made, with good arguments and result in general concepts.
3	10–14	 Year ct comprehension of the relevant political aspects is shown with the support the analysis and evaluation (AO1). Mainly good comparative analysis is made of relevant political aspects with rationalising that refers to similarities and/or differences, forming mainly between concepts and ideas (AO2). Mainly appropriate evaluation of political aspects is made, with good argumainly made, many of which are justified and result in reasonably decent
4	15–19	 Correct comprehension of the relevant political aspects is shown and is we analysis and evaluation (AO1). Constant comparative analysis is made of relevant political aspects with clarationalising that refers to similarities and differences, forming appropriate and ideas (AO2). Largely appropriate evaluation of political aspects is made, with good argulargely made, which are largely justified and results.
5	20–24	 Full comprehension of the relevant political stricts is shown and is very with analysis and evaluation (AC). Sharp comparative or mysical code of relevant political aspects with very logical ration. Die in the propriate evaluation of political aspects is made, with very sments that are continually justified and result in complete conclusion.

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- 7 (a) Ways in which nationalists agree on whether a person's nationality is fixed:
 - Some nationalists, like some expansionist nationalists, adhere to racialism members of a race have the same characteristics (AO1). Some racialist that all members of a nation must be of a specific race and as someone means they can't change their nation (AO2). This group of nationalists, nationality is fixed because it is tied to the color of the color.
 - Anti and post colonialists make the struction between natives to a they pursue the interest of the adves that have been subjected to coloniers is either the colonial and colonists (AO3).

 differences the racial ones, between colonials and colonists (AO3).

ment to it, and one that cannot be changed, as the colour of one's skill therefore, he agrees on the fixed nature of a person's nationality as no of his African nation, and no one who was black could not be part of his.

Ways in which nationalists disagree on whether a person's nationality is fixe

- Liberal nationalists believe that nationalism is inclusive, meaning that p
 (AO1). This is because they base nationality on shared values which ca
 so anyone could join a nation if they wished (AO2). Therefore, they con
 completely flexible; not only can they choose it, but they can later char
- Conservative nationalists believe that shared historical experience is crack (AO1). This is not something that is easy to simply adopt, as it takes time nation for a long time in order to be able to have shared the common experience, while this branch of nationalism does not see nationality as fixed either. It is simply difficult and a lengthy process to change nationality.
- Jean-Jacques Rousseau believed in civic national on which means that acceptance and practice of certain commanded of a nation (AO1). As join a nation by committing to its rail especial of a nation by committing to its rail especial of makes it possible for the (AO2). Therefore, he had especially and not fixed, nature of power to choose of eight anality (AO3).

ts .> _______ to at least two thinkers from the specification and conside to ao either, they cannot achieve more than 9 marks.

- 7 (b) Westernationalists subscribe to internationalism:
 - Liberal internationalism is compatible with nationalism as it still maintal building blocks of humanity (Rousseau) (AO1). Liberal nationalists in par internationalism as they consider that free nation states will be able to branch especially subscribes to internationalism as it does not see it as a rather that nations can form the basis of further cooperation (AO3).
 - Pan-Africanism is a form of anti-colonialism that considered that all Africanvey) (AO1). Therefore, it is reaching out beyond the many national internationalist in this regard (AO2). Of course this is a limited international acknowledge the different national groupings within Africa and would non-Africans (AO3).
 - Giuseppe Mazzini considered that people should form nations to gain to achieved he thought that it would be possible for mese nations to work (AO2). Therefore, he supports the international dea of the cooperation focused on Europe (AO3).

Ways in which all nation is a subscribe to internationalism:

- Conservating and solvereignty of their nation rather than war and solvereignty of their nation rather than war at interestions (AO2). Therefore, they are not internationalist because the ationships with other nations and also tend to oppose supranational
- Expansionist nationalists consider their nation superior to others (AO1) their nation's interests at the expense of others and so are not looking internationalism (AO2). This form of nationalism is in stark contrast to does not consider nations are equal and is more focused on self-sufficient together with other nations (AO3).

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Charles Maurras advocated that nations should pursue militarism and tightly guars (AO1). This does not leave them very open to the cooperation of internationalism saw other nations as potential competitors but also that their resources could be the need for a strong military (AO2). Therefore, he is very anti-internationalist as matters and interests exclusively (AO3).

Students must refer to at least two thinkers from the specification and consider both side they fail to do either, they cannot achieve more than 9 marks.

Level	Mark	Information
No level	0	Answer incorrect or irrelevant to question.
1	1–4	 Little comprehension of the relevant part, algorizepts is shown as well analysis and evaluation (AO*). Little comparative grants 5 5 made of relevant political aspects with only rationalisis at a growto similarities and/or differences, forming basic at it is a growto similarities and/or differences, forming basic arguments are evaluation of political aspects is made, with just basic arguments are mainly descriptive and result in a conclusion with little proof (AO3).
2	5–9	 Some comprehension of the relevant political concepts is shown with so to support the analysis and evaluation (AO1). Some comparative analysis is made of relevant political aspects with sor rationalising that refers to similarities and/or differences, forming some between concepts and ideas (AO2).
		Some appropriate evaluation of political aspects is made, with good argusters sometimes made, a few of which are partly justified and result in general
3	10–14	 Mainly correct comprehension of the relevant political aspects is shown correctly to support the analysis and evaluation (AO1). Mainly good comparative analysis is made of relevant political aspects w rationalising that refers to similarities and/or differences, forming mainly between concepts and ideas (AO2). Mainly appropriate evaluation of political aspects and mainly made, many of which are justifical successions.
4	15–19	 Correct comprehension of the analysis and evaluation of selevant political aspects is shown and is the analysis and evaluation of political aspects with selection of the analysis and ideas (AO2). Constant selection of political aspects with selection of political aspects is made, with good argular gely appropriate evaluation of political aspects is made, with good argular gely made, which are largely justified and result in largely strong conclusion.
5	20–24	 Full comprehension of the relevant political aspects is shown and is very the analysis and evaluation (AO1). Sharp comparative analysis is made of relevant political aspects with ver logical rationalising that forms substantial and solid links between conce Completely appropriate evaluation of political aspects is made, with ver judgements that are continually justified and result in complete conclusions.







Practice Exam B Section A

Indicative content

1 (a) AO1 (10 marks)

This will be used by students to make key conceptual arguments that allow that and evaluation (AO3) to take place.

AO2 (10 marks) and AO3 (10 marks)

This will assess how students de en , air knowledge to both analyse and even answers the question Cando le cashould analyse the source and how it agree proposed in the 4 are students should look at the different views and experienced in the 4 are should now how these can form the basis for differing operation.

should demonstrate the following knowledge and understanding that constitutional reforms since 1997 have been unsuccessful:

Constitutional reforms have been unsuccessful:

- The text source identifies asymmetric devolution as a consequence of
- The text source describes the West Lothian Question as a failure of dev
- The text source shows different political attitudes in different parts of t
- The graph source shows that the Conservatives have the most Lords in
- The graph source shows a decline in the number of crossbench peers in

Constitutional reforms have been successful:

- The graph source shows that House of Lords reform has increased its p
- The text source suggests that devolution has increased direct democrative people, so the Conservatives, for instance, now rely on support further than the people in the pe
- The graph source shows there is now no party dominance in the House
- The text source shows that more areas in the UK have genuine political

Students should display that they can analy (A) if and evaluate (AO3) the constitutional reform in some of the following ways:

Constitutional reforms since ((11) = Jeen unsuccessful:

- The text source of the sow Scottish and Welsh MPs, as well as the Digovern of the ausproportional say in English matters, and this does not some source balance of the source of the source balance of the source of
- while the graph source shows improvements to the balance of the House partially elected second chamber or introduce demographic representations still emerge, reveals the failure to effectively reform the house (AO2). House of Lords is too slow and time-consuming (AO3).
- The text source explains that different areas have different political view the unity of the kingdom (AO2). Constitutional reforms have, therefore political system and made the UK a fragile environment (AO3).

Constitutional reforms since 1997 have been successful:

- The graph source shows the impact of the removal of hereditary peers
 democratic legitimacy and balanced party representation, making it a
 This shows that constitutional reforms should be continued to enhance
- The text source identifies the West Lothian Question but not that it has require a majority of votes from English Machine to further constituted democracy has been enhanced in a barrieway, and devolution has been enhanced in a barrieway.
- The text source shows the foliage samust now seek support from areas a democracy of the foliage stem (AO2).

Students of the constrate that they can argue effectively on both sides. Students of the constraints of the

Students who do not engage in this comparative discussion with either the so knowledge cannot receive above 12 marks.

(AO2) Analysis and (AO3) evaluation should be rewarded only when they are Reward any other content that is reasoned, relevant and accurate.

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Level	Mark		Description
No level	0	Stude	nt produced no material worthy of a single mark.
		AO1	Students portray surface knowledge and understanding of theories and UK politics, with little to no analysis or evaluation.
Level 1	1–6	AO2	Students show little to no reasoned analysis of political concepts or the links between material and concepts.
		AO3	Students engage in little to no evaluative work on politics, making simple Many of the arguments are only descriptive in content leading to poor
		AO1	Students portray some knowledge and understanding of theories and UK politics, which are sometimes used to support analysis or evaluation general points are made.
Level 2	7–12	AO2	Students show some signs of the year jurical concepts and theories, links between material for pepts.
		AO3	Students or find ating some evaluative work on politics, making ideas in Some of the arguments are still partly descriptive in contact as seed conclusions.
		A. Educ	udents portray accurate knowledge and understanding of theories and surrounding UK politics. Knowledge is used efficiently and is relevant and evaluation. Mostly relevant general points are made.
Level 3	13–18	AO2	Students show mainly reasoned analysis of political concepts and theolinks between material and concepts.
		AO3	Students build a mostly reasoned evaluation on politics, making good arguments throughout. This leads to generally reasoned conclusions.
		AO1	Students portray detailed and accurate knowledge and understanding concepts surrounding UK politics, which are used efficiently, effectively support analysis and evaluation. Relevant general points are made.
Level 4	19–24	AO2	Students show consistently good reasoned analysis of political conceptual multiple reasoned links between material and concepts.
		АО3	Students build an almost fully relevant evaluation on politics, making starguments throughout. This results in mostly responed conclusions.
Level 5	25–30	A01	,
		A Educ	udents engage in building an entirely relevant evaluation on politics, effective and reasoned judgements and arguments throughout. Concineasoned as a result.





1 (b) AO1 (10 marks)

This will be used by students to make key conceptual arguments that allow their comparand evaluation (AO3) to take place.

AO2 (10 marks) and AO3 (10 marks)

This will assess how students develop their knowledge to both analyse and evaluate in answers the question. Candidates should analyse the source and how it agrees and disaproposed in the question. Students should look at the different views and evaluations political information and show how these can form the basis for differing opinions.

Students should demonstrate the following knowledge and understanding (AO1) for a that Parliament is still sovereign over other institutions:

Parliament remains sovereign:

- The text source suggests Parliament.
 bje to EU law, is still sovereign and any time.
- The graph source show a rament can increasingly check the power of the ex suggests for example. The me increasing legislative role of the House of Lords.
- The transport of the House of Lords.

 The transport of the House of Lords.
- The te shows Parliament to be the supreme legal authority which can cresincreasing power of other institutions.

Parliament has lost sovereignty:

- The text source shows that joining the EU has handed legislative authority to the EU that EU law includes agriculture and transport.
- The graph source shows the executive has become dominant over Parliament in r
- The source mentions the Supreme Court, which was created in 2009, which is a further legislature.

Students should display that they can analyse (AO2) and evaluate (AO3) the extent to retained sovereignty in some of the following ways:

Parliament remains sovereign:

- The text source indicates that Parliament has not lost sovereignty to the EU. For exmost values of the EU and the fact that it could scrap the European Communities despite EU law overruling statute law, means that Parliament can override all EU law observed by the EU, and, therefore, power still resides with Parliament (AO3).
- The graph source shows a more assertive House of I A A Th. 3, combined with extended backbenchers, means that Parliament can now fold the enment to account on severe legislation more effectively (AO2). The second sovereignty has not shifted they are still held accountable and the
- The text source introduces of Parliament incompatible on several occasions, but as it Parliament to go of Parliament incompatible on several occasions, but as it Parliament occasions to ignore this (AO2). This shows that Parliament are still actions supreme Court (AO3).
- The text source highlights that all power given to the Supreme Court is not only be effect on the sovereignty of Parliament (AO2). This is highlighted by the fact that have to act on declarations of incompatibility made by the Supreme Court (AO3).

Parliament has lost sovereignty:

- The text source indicates that the European Communities Act has imposed several
 UK politics, and is binding over parliamentary law (AO2). This indicates that in time
 takes precedence, and that the EU is, therefore, sovereign (AO3).
- The graph source shows that even weak governments such as those since 2010 control the agenda over Parliament (specifically the House of Lords) by using signification advantages (AO2), implying that the executive is dominant in UK politics.
- The text source mentions the Supreme Court, who have been particularly influent in the conducting of judicial review. They can judge that MD have acted ultra vires for instance (AO2). This suggests that Parliament is we sign because in some the authority of the judiciary (AO3).

Students should demonstrate that the start a effectively on both sides. Students shalanced and reasoned way, cold sign being drawn from this balanced debate.

Students who is no is the same this comparative discussion with either the source or the knowledge the save above 12 marks.

(AO2) Analysma (AO3) evaluation should be rewarded only when they are relevant to

Reward any other content that is reasoned, relevant and accurate.

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Level	Mark		Description
No level	0	Stude	nt produced no material worthy of a single mark.
		AO1	Students portray surface knowledge and understanding of theories and UK politics, with little to no analysis or evaluation.
Level 1	1–6	AO2	Students show little to no reasoned analysis of political concepts or the links between material and concepts.
		AO3	Students engage in little to no evaluative work on politics, making sim Many of the arguments are only descriptive in content leading to poor
		AO1	Students portray some knowledge and understanding of theories and UK politics, which are sometimes used to support analysis or evaluation general points are made.
Level 2	7–12	AO2	Students show some signs of the ys and concepts and theories, links between material and concepts.
		AO3	Students or And formulating some evaluative work on politics, making under the Anguments are still partly descriptive in contact and a sea conclusions.
		A Educ	surrounding UK politics. Knowledge and understanding of theories as surrounding UK politics. Knowledge is used efficiently and is relevant and evaluation. Mostly relevant general points are made.
Level 3	13–18	AO2	Students show mainly reasoned analysis of political concepts and theolinks between material and concepts.
		AO3	Students build a mostly reasoned evaluation on politics, making good arguments throughout. This leads to generally reasoned conclusions.
		AO1	Students portray detailed and accurate knowledge and understanding concepts surrounding UK politics, which are used efficiently, effectively support analysis and evaluation. Relevant general points are made.
Level 4	19–24	AO2	Students show consistently good reasoned analysis of political conceptual multiple reasoned links between material and concepts.
		AO3	Students build an almost fully relevant evaluation on politics, making starguments throughout. This results in mostly respond conclusions.
Level 5	25–30	AO1	Students portray accuracy with a visible of to detail in terms of understanding of theories and one otrational of the consistently to support only and evaluation. The result is convincing throughout the lowe. Students portray accuracy with a visible of our double of the convincing throughout the lowe. Students portray accuracy with a visible of our double of the convincing throughout the lower perception in formulating a reasoned analysis of the convincing links between material and convincing links l
		A Educ	udents engage in building an entirely relevant evaluation on politics, effective and reasoned judgements and arguments throughout. Conclureasoned as a result.







2 (a) **AO1 (10 marks)**

This will be used by students to make key conceptual arguments that allow their comparand evaluation (AO3) to take place.

AO2 (10 marks) and AO3 (10 marks)

This will assess how students develop their knowledge to both analyse and evaluate in answers the question. Candidates should present different sides of the debate, analyse evaluate by weighing up which arguments are more convincing."

Students should demonstrate the following knowledge and unit standing (AO1) for a that Parliament carries out its functions effectively:

Parliament carries out its functions effectively:

- Parliament has a meticulous proce அரிந்து legislation but ensures that several b
- Parliamentary scruting en the the executive is held to account in a variety of parliamentary questions and has been improved by select committee reforms.
- Deba' 19 sig. can because they provide the opportunity to discuss major political and he provide them.
- The House of Commons is representative of the demographics and political views

Parliament does not carry out its functions effectively:

- 'Parliamentary ping-pong' limits the extent to which Parliament carries out the legit
- Several methods of scrutiny are theatrical in nature and fail to hold the government Prime Minister's Questions.
- Debates are often poorly attended and there is still the question of how much nor
 influence topics, despite the introduction of a Backbench Business Committee.
- The House of Commons and, particularly, the House of Lords are not demographic
 the population. The Commons are elected by the first-past-the-post system, which
 politically representative.

Students should display that they can analyse (AO2) and evaluate (AO3) the ability of its functions in the following ways:

Parliament carries out its functions effectively:

- A seven-stage process (useful to be named) that par lend of becoming law (AO2). This shows that Par lander less its legislative role serious function well (AO3).
- Individual ministerial responsible you leans that Parliament can hold individual ministerial responsible you have a second control of their department (AO2). This means that Parliament (AO2) in the formisconduct, indicating its role of scrutiny is effective (AO3).
- Debate articularly useful in emergencies when a pragmatic approach that is can be used (AO2). This shows that Parliament can carry out the function of health.
- The House of Commons is fully elected and has several members from ethnic minemeans it is representative (AO2) and carries out its key function of representative and social groups (AO3).

Parliament does not carry out its functions effectively:

- 'Parliamentary ping-pong' occurs when a bill passes back and forth between both can amend but have no legislative authority. This creates a form of legislative grid Parliament cannot pass legislation effectively (AO3).
- Prime Minister's Questions is an example of a method of scrutiny where the minist dodge and avoid answering questions, and the conduct of other MPs limits the time can be asked (AO2). Therefore, Parliament cannot effectively scrutinise the execusion
- When debates are poorly attended there is less charged by fill cover a range of or MPs can now choose the topic roughly one day fer your but the executive still don proceedings (AO2). This is significant feet to lit snows that Parliament's function ineffectively (AO3).
- The House of Corputations of some groups, such as women. It entires the section of some groups, such as women. It entires the section of some groups, such as women. It entires the section of some groups, such as women. It entires that it is function of representativeness (AO3).

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- Democracy and participation has shown that there is an increasing number of works and other previously underrepresented groups in Parliament.
- Elections, however, indicate that first-past-the-post underrepresents supporters of indicating Parliament is unable to carry out its function of representativeness.

Students should demonstrate that they can argue effectively on both sides. Students sbalanced and reasoned way, conclusions being drawn from this balanced debate.

Students who do not engage in this comparative discussion with their own relevant know above 12 marks.

Students cannot score over 25 marks if they fail to draw core. Sy optic links.

(AO2) Analysis and (AO3) evaluation should are are relevant.

Reward any other content that asso 3, relevant and accurate.

Level	Mark	719	Description
No level	0	St Educ	produced no material worthy of a single mark.
110 1010		A01	Students portray surface knowledge and understanding of theories and UK politics, with little to no analysis or evaluation.
Level 1	1–6	AO2	Students show little to no reasoned analysis of political concepts or the links between material and concepts.
		AO3	Students engage in little to no evaluative work on politics, making sim Many of the arguments are only descriptive in content leading to poor Links to other aspects of politics are rare and at surface level.
		AO1	Students portray some knowledge and understanding of theories and UK politics, which are sometimes used to support analysis or evaluation general points are made.
Level 2	7–12	AO2	Students show some signs of analysing political concepts and theories links between material and concepts.
		AO3	Students engage in formulating some evaluative york on politics, making judgements. Some of the arguments are solved as y descriptive in contract conclusions. A few rail value to other aspects of politics
		A01	Students portray account (kn) judge and understanding of theories as surrounding the fitting knowledge is used efficiently and is relevant and county in Mostly relevant general points are made.
Level 3	13–18	Tig Educa	tuc sts show mainly reasoned analysis of political concepts and theorems ks between material and concepts.
		A03	Students build a mostly reasoned evaluation on politics, making good arguments throughout. This leads to generally reasoned conclusions. to link answer to other aspects of politics.
		AO1	Students portray detailed and accurate knowledge and understanding concepts surrounding UK politics, which are used efficiently, effectivel support analysis and evaluation. Relevant general points are made.
Level 4	19–24	AO2	Students show consistently good reasoned analysis of political concept multiple reasoned links between material and concepts.
		AO3	Students build an almost fully relevant evaluation on politics, making starguments throughout. This results in mostly reasoned conclusions, the relevant links made to other aspects of politics.
		A01	Students portray accuracy with a visible attention to detail in terms of
			understanding of theories and concert for income UK politics. This consistently to support analysis and valuation. The result is convincing throughout the answer.
Level 5	25–30	AO2	Students : perception in formulating a reasoned analysis of the property ing consistently convincing links between material and continuous states.
		A To	reasoned as a result. Links to other aspects of politics are entirely relevant evaluation on politics.

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2 (b) **AO1 (10 marks)**

This will be used by students to make key conceptual arguments that allow their comparand evaluation (AO3) to take place.

AO2 (10 marks) and AO3 (10 marks)

This will assess how students develop their knowledge to both analyse and evaluate in answers the question. Candidates should present different sides of the debate, analyse evaluate by weighing up which arguments are more convincing."

Students should demonstrate the following knowledge and understanding (AO1) for a that the prime minister can now be considered presidence.

The prime minister is presidential:

- Leadership of the government is by the constant of the prime push through a personal at the constant of the prime push through a personal at the constant of the prime push through a personal at the constant of the prime push through a personal at the constant of the prime push through a personal at the constant of the prime push through a personal at the constant of the prime push through a personal at the constant of the prime push through a personal at the constant of the prime push through a personal at the constant of the prime push through a personal at the constant of the prime push through a personal at the constant of the prime push through a personal at the constant of the prime push through a personal at the constant of the prime push through a personal at the constant of the prime push through a personal at the constant of the prime push through a personal at the constant of the prime push through a personal at the constant of the prime push through a personal at the constant of the prime push through a personal at the constant of the constant of the prime push through a personal at the constant of the constant of the prime push through a personal at the constant of the constant of
- Public opinion and the eccuare two of the biggest factors determining the power
- Spating 19 rsh started to occur where the prime minister has a very close se
- Prime prime appeal and campaign to the public directly.

The prime minister is not presidential:

- The prime minister directs the executive but cannot control it the cabinet ultimatemove a prime minister.
- The prime minister needs party support to carry out their objectives.
- Other ministers have support and power themselves, such as government department.
- Unlike presidency, prime ministers must rely on popular support and personal approposition of power.

Students should display that they can analyse (AO2) and evaluate (AO3) the extent to minister is now presidential in some of the following ways:

The prime minister is presidential:

- Personal agenda is now a sign of prime ministerial strength. Thatcherism and Blair (AO2). The fact that this can happen indicates the prime minister can now be said they can be unchallenged in having a very personal tents. (33).
- A prime minister who is media savvy is seen as a surface prime minister and this manner tailor to public opinion in the way and identified (AO2). This shows that the presidentialism is their own regard a law with the media, which is presidential in its
- Spatial leadership to the fragmentation of government. It has distanced the their capital their cabinet (AO2). This means executive power is more typical esidential system (AO3).
- The campaigning of prime ministers is particularly relevant for general elections. Increasingly personal and resembles US presidential elections (AO2). The fact that become the figurehead of campaigns strengthens the case that they have become them in a far more powerful position than other ministers (AO3).

The prime minister is not presidential:

- Although prime ministers may ignore cabinet, this is not a long-term plan that can cabinet can hold the prime minister to account, indicating that the prime minister is
- Party division or unpopularity within the party can result in a prime minister being agenda or have a personalised leadership style (AO2). They must instead focus or them from office, indicating they are no more powerful than Parliament (AO3).
- The fact that other ministers have such strong resources available to them is indicapowerful (AO2). In a presidential system, the prime min. 3. should be far more pominister (AO3).
- In a presidential office, the prime min stern, all the given powers inherent to the minority governments and a dy a mount in recent times have shown that the prime weak (AO2), indication at the position is not predetermined to be personally power.





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- The prime minister is not directly elected, separately from Parliament. This indical not presidential.
- The case studies of elections have asked whether personalised leadership elections have been enough to win a vote. Reference to these arguments should be rewarded to the second of th

Students should demonstrate that they can argue effectively on both sides. Students sbalanced and reasoned way, conclusions being drawn from this balanced debate.

Students who do not engage in this comparative discussion with their own relevant know above 12 marks.

Students cannot score over 25 marks if they fail to draw company optic links.

(AO2) Analysis and (AO3) evaluation should be a large only when they are relevant.

Reward any other content that is a so, e., revant and accurate.

Level	Mark	(719	Description
No level	0	Si Educ	produced no material worthy of a single mark.
		AO1	Students portray surface knowledge and understanding of theories and UK politics, with little to no analysis or evaluation.
Level 1	1–6	AO2	Students show little to no reasoned analysis of political concepts or the links between material and concepts.
		AO3	Students engage in little to no evaluative work on politics, making simple Many of the arguments are only descriptive in content leading to poor Links to other aspects of politics are rare and at surface level.
		AO1	Students portray some knowledge and understanding of theories and UK politics, which are sometimes used to support analysis or evaluation general points are made.
Level 2	7–12	AO2	Students show some signs of analysing political concepts and theories links between material and concepts.
		AO3	Students engage in formulating some evaluative york on politics, making judgements. Some of the arguments are in an your descriptive in continuous conclusions. A few relevantification of other aspects of politics
		A01	Students portray accurate kings and understanding of theories and surrounding UV antic. Showledge is used efficiently and is relevant and evaluate. The students are made.
Level 3	13–18	Zig Educ	tue show mainly reasoned analysis of political concepts and theory and the last with the last section will be seen to be
		AO3	Students build a mostly reasoned evaluation on politics, making good arguments throughout. This leads to generally reasoned conclusions. to link answer to other aspects of politics.
		AO1	Students portray detailed and accurate knowledge and understanding concepts surrounding UK politics, which are used efficiently, effectively support analysis and evaluation. Relevant general points are made.
Level 4	19–24	AO2	Students show consistently good reasoned analysis of political concept multiple reasoned links between material and concepts.
		AO3	Students build an almost fully relevant evaluation on politics, making starguments throughout. This results in mostly reasoned conclusions, tile relevant links made to other aspects of politics.
		A01	Students portray accuracy with a visible attention to detail in terms of understanding of theories and concepts and one one of the consistently to support analysis and available. The result is convincing throughout the answer.
Level 5	25–30	A02	Students should not provide the provided and control of the provided and the provid
		1 19 Educ	fective and reasoned judgements and arguments throughout. Concernation of politics are entirely relevant evaluation on politics are entirely relevanted as a result. Links to other aspects of politics are entirely relevanted in the concernation of



- 3 (a) Ways in which all anarchists consider people to be individuals:
 - Individualist anarchists aim to create a society where the individual is fit the max (Stirner) (AO1). Therefore, they seek the init the restrictions of society so that the individual is truly from the external forces of control anarchism always considers the late of least endividuals as its focus is on people to be individuals as its focus is (AO3).
 - Egoists have to complete the most important this is the focus is echoed by anarcho-capitalists who reject society the focus is echoed by anarcho-capitalists who reject society the focus is echoed by anarcho-capitalists who reject society the focus is echoed by anarcho-capitalists who reject society the focus is echoed by anarcho-capitalists who reject society and the private property demonstrate their commitment (AO3).
 - Emma Goldman and Max Stirner are both ardent individualist anarchist individual to be paramount and that he or she should in no way be rest while Goldman likewise promotes the freedom of the individual (AO2). prominent anarchists consider people to be individuals from their strong potential of individuals (AO3).

Ways in which all anarchists do not consider people to be individuals:

- Individualist anarchists consider that people are individuals and so indipolicy (AO1). Collectivist anarchists, conversely, consider that society stherefore, move their focus away from individuals (AO2). Therefore, the over whether people are individuals first and foremost as collectivists society while individualists see them in isolation (AO3).
- Anarcho-communism pushes for a society struct and around communes (AO1). As this is its focus, people are not as are ad individuals unlike if freedom of the individual is the name of an ideal society (AO2). It do not agree that people are not as while anarcho-capitalists the communists but a first as on communities (AO3).
- Peter The in delieved that people would eventually group together in lit. It decision making on direct democracy, both very collectivist action not see them as separate individuals in the way that Max Stirner did maximising the freedom of individuals (AO3). Therefore, here are two to eye on the topic of individualism, as Kropotkin has a stronger focus of while Stirner on people as individuals (AO3).

Students must refer to at least two thinkers from the specification and considerable they fail to do either, they cannot achieve more than 9 marks.

- 3 (b) Ways in which anarchists approve of private property:
 - Anarchists believe that people should be free from external control to would imply a support of private property as people should be free to on However, private property can be problematic because it can be a sour some people to control others due to the unequal distribution of private private property is often supported only to a certain extent, as long as freedoms of other people; up till that point private property is accepted.
 - Individualist anarchists are very much of private property, as freedom' (AO1). Property is a managed on the individual was anarchists and so it is a few yellow them as a source and result of that freedom of the individual was a narchists and so it is a power of private property as it supports their not a source.

roid the idea of private property as they see this tied up with the idea of private property as they see this tied up with the idea (Stirner) (AO1). The two are linked because the individual shoot or her own labour. Anarcho-capitalism has the same opinion about (AO2). Therefore, there is support of the institution of private property manifestation of individual freedom (AO3).

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Ways in which anarchists disapprove of private property:

- Collectivist anarchists disapprove of private property because they consider, as Proproperty is theft' (AO1). Collectivists prefer common ownership and there cannot under a system of common ownership (AO2). Therefore, there is opposition to propanarchism because collectivists wish for the common ownership of the means of property to it making cooperation easier, and as stated by Kropotkin's notion of mutual aid for the survival of humanity (AO3).
- Anarchists all disprove of the state and wish to see its removal (AO1). Some anarchistitution of private property to be tied in with the state, and to be a similar form the freedom of some people (AO2). As anarchists are for maximising freedom, and bad and so there is disapproval of private property withing richism (AO3).
- Pierre-Joseph Proudhon considered that private pic ter a could be tolerated but the problem for society as well (AO1). He react to be problematic as it was a prescription and so stated that the react to be problematic as it was a prescription and so stated that the react to be problematic as it was a prescription and so stated that the react to be problematic as it was a prescription and so stated that the react to be problematic as it was a prescription and so stated that the react to be problematic as it was a prescription and so stated that the react to be problematic as it was a prescription and so stated that the react to be problematic as it was a prescription and so stated that the react to be problematic as it was a prescription and so stated that the react to be problematic as it was a prescription and so stated that the react to be problematic as it was a prescription and so stated that the react to be problematic as it was a prescription and so stated that the react to be problematic as it was a prescription and so stated that the react to be problematic as it was a prescription and so stated that the react to be problematic as it was a prescription and so stated that the react to be problematic as it was a prescription and the react to be problematic as it was a prescription and the react to be problematic as it was a prescription and the react to be problematic as it was a prescription and the react to be problematic as it was a prescription and the react to be problematic as it was a prescription and the react to be problematic as it was a prescription and the react to be problematic as it was a prescription and the react to be problematic as it was a prescription and the react to be problematic as it was a prescription and the react to be problematic as it was a prescription and the react to be problematic as it was a prescription and the react to be problematic as it was a prescription and the react to be problematic as a prescription and the react to be problematic as a prescription and the r

Students m to at least two thinkers from the specification and consider both side they fail to do either, they cannot achieve more than 9 marks.

Level	Mark	Information
No level	0	Answer incorrect or irrelevant to question.
1	1–4	 Little comprehension of the relevant political concepts is shown as well analysis and evaluation (AO1). Little comparative analysis is made of relevant political aspects with only rationalising that refers to similarities and/or differences, forming basic and ideas (AO2).
		 and ideas (AO2). Little evaluation of political aspects is made, with just basic arguments a are mainly descriptive and result in a conclusion with little proof (AO3).
2	5–9	 Some comprehension of the relevant political concepts is shown with some to support the analysis and evaluation (AO¹) Some comparative analysis is mode of relevant political aspects with some rationalising that refers the soft in the sand/or differences, forming some between concept of divided (AO2). Some comprehension of the relevant political aspects is made, with good arguments.
	_	• experies made, a few of which are partly justified and result in general nly correct comprehension of the relevant political aspects is shown correctly to support the analysis and evaluation (AO1).
3	10–14	Mainly good comparative analysis is made of relevant political aspects we rationalising that refers to similarities and/or differences, forming mainly between concepts and ideas (AO2).
		Mainly appropriate evaluation of political aspects is made, with good arg mainly made, many of which are justified and result in reasonably decen
		Correct comprehension of the relevant political aspects is shown and is the analysis and evaluation (AO1).
4	15–19	 Constant comparative analysis is made of relevant political aspects with rationalising that refers to similarities and differences, forming appropria concepts and ideas (AO2).
		Largely appropriate evaluation of political spits is made, with good argulargely made, which are largely in the property of the property is the property of the property
5	20–24	• Full comprehension and a saint political aspects is shown and is very the analysis and alon (AO1). • The same are the analysis is made of relevant political aspects with very call rationalising that forms substantial and solid links between concession.
		 Completely appropriate evaluation of political aspects is made, with ver judgements that are continually justified and result in complete conclusion

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- 4 (a) Ways in which deep green and shallow green ecologists agree over how to a
 - Both shallow and deep green ecologists consider that the economy as it achieve sustainability (AO1). This is because both accept that there are nature of the world's resources which the existing capitalist system doe. They both agree over how to achieve sustain. In insofar as they both economy to be bad for sustainability and need of reform (AO3).
 - Both shallow and deep greaters. gists criticise the mechanistic world tries to see nature is mice and of separate parts (AO1). Instead, they are that takes and a found the fact that nature is a single whole and that the strain of the second they agree on sustainability as both considerable way we think in order to achieve sustainability (AO3).
 - Aldo Leopold, a deep green ecologist, argues that conservation as it is fall existing economic system which simply can't properly take into account a shallow green ecologist, has a similar criticism of the existing system fallows things like the use of chemical pesticides (AO2). Therefore, both sustainability cannot be achieved under the existing system, and that chemical pesticides (AO2).

Ways in which deep green and shallow green ecologists disagree over how to

- Some shallow green ecologists consider that managerialism is a way to companies will be regulated to ensure they act sustainably (AO1). Dee either companies to respond to such regulation or any state or internationstead push for decentralisation that will make sustainability a more letwo branches disagree on sustainability as while shallow greens have facto achieve a more weak sustainability, deep greens consider the existing change for it to become sustainable, pursuing a more strong sustainability and so cannot be achieved within the existing contains (AO3).
- Other shallow green ecologists consider the way respond to an environmental development base (AO1). Deep gragain does not go for the half places too much faith in the existing exponential which is unsustainable (AO2). Therefore, these two schills and places have faith in the existing system.

chel Carson, a shallow green ecologist, has focused on the problem of environmental sustainability (AO1). Aldo Leopold on the other hand are economic and state system is incapable of pursuing sustainability; his resist is not enough to focus on one aspect only (AO2). Therefore, these two as Leopold would not consider it possible to consider different environmental sustainability separately but rather that it must be considered as, and the

Students must refer to at least two thinkers from the specification and considerable they fail to do either, they cannot achieve more than 9 marks.

4 (b) Ways in which ecologists agree over adopting an ecocentric world view:

at . Duid ever become sustainable (AO3).

- Within deep green ecology, an ecocentric world view is considered the with humanity as just a part of a larger whole (AO1). Humanity must los superiority and accept a view where it has a balanced and equal relation Adopting an ecocentric world view is, therefore en as paramount to to deep ecologists (AO3).
- Eco-anarchists dislike hiera and consider it to be the cause of environmental and consider it to be the cause of environmental and consider it to be the cause of environmental and views nature in his the top, and the consideration as it promotes hierarchy and consideration as the consideration and views nature in his the top, and the consideration and views nature in his the top, and the consideration and views nature in his the top, and the consideration and views nature in his the top, and the consideration and views nature in his the top, and the consideration and views nature in his the top, and the consideration and views nature in his the top, and the consideration and views nature in his the top, and the consideration and views nature in his the top, and the consideration and views nature in his the top, and the consideration and views nature in his the top, and the consideration and views nature in his the top, and the consideration and views nature in his the top, and the consideration and views nature in his the top, and the consideration and views nature in his the top, and the consideration and views nature in his the top, and the consideration and the con

10s have an anthropocentric view of the world, as they believed a self-government. However, eco-anarchists would prefer a world contribute the removal of hierarchy from people's

 Aldo Leopold was an ecologist who argued that humanity is just a single promotes an ecocentric world view (AO1). Murray Bookchin considered ecology and so begin to see itself more as a part of nature, which was the two ecologists agree on the adoption of an ecocentric world view that more as a part of nature than before (AO3).

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Ways in which ecologists disagree over adopting an ecocentric world view:

- Deep green ecologists consider that it is paramount to accept humanity's position and so adopt an ecocentric world view (AO1). Shallow green ecologists push rather of anthropocentrism which does take nature into account more than before, but dependents humanity (AO2). These two branches of ecology therefore disagree over a world view as shallow greens do not consider it necessary to go as far as the deep go protecting nature just for its own sake, and have a human element in their consider
- Eco-anarchists disagree with ecocentrism because it assigns too much blame to per They consider people to be inherently good and just corrupted by hierarchy in sociathe other hand, do consider that it is the lack of having such a world view that make environmental problems (AO2). Therefore, these two branches differ on the adopt world view as eco-anarchists take a different approximation, occusing more on hie greens blame humanity for not having such a wild already (AO3).
- Aldo Leopold is a strong advocate and program pure ecocentric world view that seek nature (AO1). EF Schumps in last and ferent approach, as while he considers that the change in how people in high a still considers that it is people who need to be put first that the pursual program is ecocentric consideration of nature (AO2). They therefore differ in what the pursual program ecocentric consideration of nature for its own sake, while Schumacher for hun will also be the best for nature, but the focus remains on humanity first.

Students must refer to at least two thinkers from the specification and consider both side they fail to do either, they cannot achieve more than 9 marks.

Level	Mark	Information
No level	0	Answer incorrect or irrelevant to question.
1	1–4	 Little comprehension of the relevant political concepts is shown as well analysis and evaluation (AO1). Little comparative analysis is made of relevant political aspects with only rationalising that refers to similarities and/or differences, forming basic and ideas (AO2). Little evaluation of political aspects is made, with just basic arguments a are mainly descriptive and result in a conclusion with little proof (AO3).
2	5–9	 Some comprehension of the relevant political aspects with some comparative analysis and eval a or to support the analysis and eval a or to be. Some comparative analysis and eval a or to be of relevant political aspects with some rationalising the large and are analysis and ideas (AO2). To be in a print of the political aspects is made, with good arguent etimes made, a few of which are partly justified and result in general
3	10–14	 Mainly correct comprehension of the relevant political aspects is shown correctly to support the analysis and evaluation (AO1). Mainly good comparative analysis is made of relevant political aspects w rationalising that refers to similarities and/or differences, forming mainly between concepts and ideas (AO2). Mainly appropriate evaluation of political aspects is made, with good are mainly made, many of which are justified and result in reasonably decer
4	15–19	 Correct comprehension of the relevant political aspects is shown and is the analysis and evaluation (AO1). Constant comparative analysis is made of relevant political aspects with rationalising that refers to similarities and differences, forming appropriation concepts and ideas (AO2). Largely appropriate evaluation of political aspectation made, with good argular good and appropriate evaluation of political aspectation in largely strong conclusions.
5	20–24	Full comprehension of the rate condition aspects is shown and is very the analysis and eracation and is. Sharp conditionally is actionally in a spect of relevant political aspects with very lice. It is also that forms substantial and solid links between conce pletely appropriate evaluation of political aspects is made, with very largements that are continually justified and result in complete conclusions.

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- 5 (a) Ways in which the goals of liberal and socialist feminists are the same:
 - Liberal feminists support the notion of equality feminism that states the as the biological differences between them do not justify any difference feminists likewise subscribe to this notion, considering that women and roles in the economy (AO2). Therefore, both of these branches support their goals similar (AO3).
 - Liberal feminists believe that the same potential as men but norms (AO1). Social and a women would be able to achieve as much as mentities are in its makes these two branches similar in terms of goals are considered as a socialist feminist who considers that gend encouragement of young girls to abide by them should all be removed feminists in general consider that societal norms, of which gender steres women and, therefore, need to be fought (AO2). Therefore, the socialing goal of liberal feminism of removing pressure on young girls to conform societal pressure to conform (AO3).

Ways in which the goals of liberal and socialist feminists differ:

- Liberal feminists do not concern themselves with focusing on the privation on the public sphere (AO1). Socialist feminists consider that capitalism a sphere as they are expected to be virgins before marriage and monogas succession for their husbands (AO2). The two therefore differ in their goublic sphere while socialists aim to tackle women's oppression in the
- Liberal feminists consider that achieving equal rights and equality of operachieving universal suffrage) will solve the occasion that women face primary aim (AO1). While socialist fermious to a not dispute this aim, the capitalism, which they consider in a constact to women's liberation branches differ as the constant focuses on what in society needs advance (AC)
- hei was nam is a socialist feminist who argues that the family opposite was nen in their family (AO1). Liberal feminists do not concern there he private sphere and they are aiming more for equality in the public socialist Rowbotham can be seen as having a different aim in challenging not (AO3).

Students must refer to at least two thinkers from the specification and considerable they fail to do either, they cannot achieve more than 9 marks.

- 5 (b) Ways in which all feminists subscribe to the notion that the personal is polition
 - The personal is political is a key slogan of radical feminists (AO1). The slower extends to all areas of society, even the private sphere, and radisphere (AO2). Therefore, this branch of feminism does subscribe to the political as it focuses on the private sphere, the 'personal' (AO3).
 - Socialist feminists adhere to the idea that the personal is political as the private sphere (AO1). They argue that capitalism extends its influence dominate women at home to make up for a figure a focus subscribe to the notion that the parsonal contical as they place a focus
 - Kate Millett argues the factory is a source of oppression (AO1). The sphere, which is at the phrase 'the personal is political' refers to (AC2) that the company political as she is focusing on the oppression of women

which all feminists do not subscribe to the notion that the personal selected feminists focus mainly on the public sphere and women's equal selected personal is political means that the private sphere also needs considerable liberal feminists don't do (AO2). Therefore, this branch of feminism do the personal is political (AO3).

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Charlotte Perkins Gilman is very focused on the public sphere, such as on the economic and social conditioning of women (AO1). As such she does not focus much on the private the phrase 'the personal is political' (AO2). Therefore, this feminist does not fully subs the personal is political because her focus is largely on public rather than private matte

Students must refer to at least two thinkers from the specific son and consider both side

Level	Mark	Information
No level	0	Ansuring relevant to question.
	_	• 100 pe comprehension of the relevant political concepts is shown as well a concept and evaluation (AO1).
1	1–4	Little comparative analysis is made of relevant political aspects with only rationalising that refers to similarities and/or differences, forming basic and ideas (AO2).
		Little evaluation of political aspects is made, with just basic arguments a are mainly descriptive and result in a conclusion with little proof (AO3).
		Some comprehension of the relevant political concepts is shown with so to support the analysis and evaluation (AO1).
2	5–9	Some comparative analysis is made of relevant political aspects with sor rationalising that refers to similarities and/or differences, forming some between concepts and ideas (AO2).
		Some appropriate evaluation of political aspects is made, with good argusters sometimes made, a few of which are partly justified and result in general
3	10–14	 Mainly correct comprehension of the relevant political aspects is shown correctly to support the analysis and craft and (AO1). Mainly good comparative all made of relevant political aspects we rationalising that a gest annuarities and/or differences, forming mainly between and of an ideas (AO2).
		inl propriate evaluation of political aspects is made, with good arg
	_	Correct comprehension of the relevant political aspects is shown and is the analysis and evaluation (AO1).
4	15–19	Constant comparative analysis is made of relevant political aspects with rationalising that refers to similarities and differences, forming appropriation concepts and ideas (AO2).
		Largely appropriate evaluation of political aspects is made, with good argulargely made, which are largely justified and result in largely strong conclusions.
		Full comprehension of the relevant political aspects is shown and is very the analysis and evaluation (AO1).
5	20–24	Sharp comparative analysis is made of relevant political aspects with ver logical rationalising that forms substantial and solic links between concern.
		Completely appropriate evaluation of police spects is made, with very judgements that are continually in tiffed maresult in complete conclusions.









- 6 (a) Ways in which multiculturalists support the same form of integration:
 - Multicultural integration is supported by both individualist and pluralist support it as it allows for the mixing of different identities which gives while pluralists support it because it allows for the recognition of all the maximises the potential of diversity (AO2) To be extent, therefore, the integration as two branches of multipartial allowers both advocate it (AO3)
 - Assimilation is the adont to the focus and traditions of the host cultures and traditions of the host cultures (AO1). This is the focus and this is the focus instead (AO2). Cosmopolitan results to be also wish for a united identity to be formed above them are mixed form of assimilation, as they would want for all to join the over the focus instead (AO3).
 - Charles Taylor argues for the equal respect and recognition of different Parekh has a similar opinion in that he maintains all cultures have different perfect, so, like Taylor, wishes for equal recognition of all cultures in a sumulticultural integration is supported by both of these multiculturalist integration that best allows for the consideration of differences within respected and allowed to coexist without any pressure (AO3).

Ways in which multiculturalists do not support the same form of integration

- Liberal multiculturalists support individualist integration (AO1). This is encourages people to think of themselves as individuals and this is exact However, the other branches of multiculturalism do not support this for give more consideration to cultural identity (AO3).
- Cosmopolitan multiculturalists support cosmopolitan integration (AO1) integration fulfils their twin aims of recognising a sural difference but a overall identity that can apply to all people of identity (AO2). Plural integration as they do not seek at overall and liberals consider identity (AO3).
- One of the ic' Tay C Woodood is to encourage the development of all the case of the nation including minorities (AO1). This means that the legal ion which is different from the ideas of Charles Taylor, who would ognition of multicultural integration (AO2). Therefore, these two this integration; Taylor wants different cultures coexisting side by side, while identity on top of that that encourages more interaction and unity; how form of integration applies to all situations (AO3).

Students must refer to at least two thinkers from the specification and considerable they fail to do either, they cannot achieve more than 9 marks.

- 6 (b) Ways in which multiculturalists agree that the state should be 'difference bli
 - Liberal multiculturalists believe that people should not be classified according other such factors, but as individuals (AO1). This belief in individuals is not be important where someone is from or what they believe in when character (AO2). Therefore liberals would consider a state that is 'different allows people to be individuals first and foremost (AO3).
 - All multiculturalists support the establishment of formal equality which political and legal terms (AO1). This adher to holded of a state being under formal equality should not treated differently because of instance (AO2). However was makes multiculturalists support the they would consider that have not enough to help minorities (AO3).
 - Isaiah Boria a Good that multiculturalism can best be pursued in a liberation cities and establish equality and tolerance, a 'difference blind' approves from the equation cultural, racial, or religious differences between the state should be 'difference blind' because such a concept

Ways in which multiculturalists disagree that the state should be 'difference's

 Pluralist multiculturalists believe that diversity is valuable and needs to (AO1). This involves the belief that people need to be allowed to pursue possible and so these differences need to be acknowledged by the state

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- All multiculturalists believe that minorities in a society need to be protected from order to accomplish this there needs to be at least some politics of recognition that discrimination that exists if this is to be overcome (AO2). Therefore to truly help not be a second of the control of the cont cannot be 'difference blind' as it does need to acknowledge the existence of difference
- Charles Taylor argues that it is important for all cultures within a society to be reco (AO1). This is in order for them to feel welcome and be encouraged to participate need to lead the way in recognising these cultures (AO2). Therefore he does not contact 'difference blind' is acceptable for the state as then it would not be able to recogn within its borders (AO3).

Students must refer to at least two thinkers from the pecficion and consider both side they fail to do either, they cannot achieve r por no marks.

analysis and evaluation (AO1). Little comparative analysis is made of relevant political as rationalising that refers to similarities and/or differences, and ideas (AO2). Little evaluation of political aspects is made, with just bas are mainly descriptive and result in a conclusion with little Some comprehension of the relevant political concepts is to support the analysis and evaluation (AO1). Some comparative analysis is made of relevant political a rationalising that refers to similarities and/or differences, between concepts and ideas (AO2). Some appropriate evaluation of political aspects is made, a few of which are parth see and Mainly correct comprehension of the relevant political aspects is made, and ideas (AO2). Mainly good see analysis is made of relevant political aspects is made, and ideas (AO2). Mainly appropriate evaluation of political aspects is made mainly made, many of which are justified and result in result in result in result in the analysis and evaluation (AO1). Constant comparative analysis is made of relevant political aspects is the analysis and evaluation of political aspects is made largely made, which are largely justified and result in large seed and ideas (AO2). Largely appropriate evaluation of political aspects is made largely made, which are largely justified and result in large seed and evaluation (AO1). Full comprehension of the relevant political aspects is made largely made, which are largely justified and result in large seed and evaluation (AO1). Sharp comparative analysis is made of relevant political aspects is the analysis and evaluation (AO1).	Information	Mark	Level
analysis and evaluation (AO1). Little comparative analysis is made of relevant political as rationalising that refers to similarities and/or differences, and ideas (AO2). Little evaluation of political aspects is made, with just bas are mainly descriptive and result in a conclusion with little Some comprehension of the relevant political concepts is to support the analysis and evaluation (AO1). Some comparative analysis is made of relevant political a rationalising that refers to similarities and/or differences, between concepts and ideas (AO2). Some appropriate evaluation of political aspects is made, sometimes made, a few of which are parth seems and correctly to support the seems and or differences, we concepts and ideas (AO2). Mainly good seems and ideas (AO2). Mainly good seems and ideas (AO2). Mainly appropriate evaluation of political aspects is made mainly made, many of which are justified and result in res	A 123 nc. rect or irrelevant to question.	0	No level
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	• Sharp comparative analysis is made of relevant notical aspects with logical rationalising that forms substantial and alicalinks between c	20–24	5
judgements that are judgem	Completely appropriate evaluation of patical aspects is made, with judgements that are partial aspects in complete contains a spect of partial aspects. Output Description:		







- (a) Ways in which the ideas of conservative and expansionist nationalism do no
 - Conservative nationalists are very inward looking in their focus (AO1). very inward-looking, putting their nation first and, like conservatives, no much (AO2). Therefore, they have similar ideas in this regard, though exactually consider their nation better than the photon ence why other nation
 - Expansionist nationalists have a solution on the cultural aspect of a nationalists also consider that be important as they think it's difficultural explained aurideep and take time to adopt (AO2). There though the algorithm of the would again go further by suggesting culture is every

ught its people together and promoted strong unity (AO1). Charles of an individual is so tied with his or her nation that he or she is indivisible have similar ideas as to how there is a strong link between an individual

Ways in which the ideas of conservative and expansionist nationalism differ

- Expansionist nationalists sometimes have a racial dimension to their not very difficult, impossible even, to join a different nation as you cannot conservative nationalists consider it difficult to change nation, it's a long one as shared experiences are more important than race (AO3).
- Expansionist nationalists consider their nation to be superior to others focus primarily on their nation and put it first like expansionists but the superior (AO2). In addition, expansionists take their view on this to just while conservatives would not advocate this and would be more isolation.
- Charles Maurras is an expansionist nationalist who is pro-militarism (AC should maintain a strong military to be able to the its own interests at need be which is not something that the formal value nationalist Johann (AO2). In fact, he doesn't reall to be a circle a policy regarding other in the ideas of these to the families (AO3).

Students ~ < Control least two thinkers from the specification and considerable to the specification and con

7 (b) Verification which all nationalists have the same definition for the term 'nation'

- Liberal nationalists consider a nation to be a group of people sharing cull geographical ties (AO1). This definition is also held by conservative natic concept a useful way to divide humanity (AO2). Therefore, there is agree these two branches will have different ideas about how fixed someone considering it more flexible than conservatives (AO3).
- Conservative nationalists have a fairly fixed view of nationalism, as in it
 (AO1). This idea is shared by expansionist nationalists who see nation
 determined (AO2). Therefore, there is agreement, though there is different would see the nation as even more fixed than the conservative percept
- Johann Gottfried von Herder considers a nation to be greatly determined considerations cultural nationalism (AO1). This idea is shared by Giuse peoples together according to language and share i culture (AO2). The thinkers agree that the nation is defined by Sanguage and culture (AO2).

Ways in which all nationalists is not be the same definition for the term 'in
 Expansionist nationalist consider that race is central to the definition of

- strongly a seconsidering race irrelevant to nation because a personal focus of expansionists makes nationality fixed, while the lack of a the liberal belief that nationality is flexible and subject to a person's characteristics.
- Conservative nationalists include in their definition of a nation the importance (AO1). This element is used to argue that it is difficult for someone truly takes time to build up such joint experiences. Liberals, on the other hand is accept the values of the nation he/she is wishing to join (AO2). This many the construction of a nation the importance of the interest of the interest of the interest of the nation he/she is wishing to join (AO2).

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Marcus Garvey considers race, specifically skin colour, as defining a person's nation (contrast to the ideas of Jean-Jacques Rousseau who focuses on civic nationalism mea of certain values that is the only requirement for nationality (AO2). Therefore, these very different ideas of what a nation means, with Garvey suggesting it is clearly disting Rousseau suggests it is more flexible and dependent on personal choice (AO3).

Students must refer to at least two thinkers from the specification and consider both side they fail to do either, they cannot achieve more than 9 marks.

Level	Mark	(p) lation
No level	0	Answer incorrect or irrelevant and furblishing.
1	1–4	 Little compraise the relevant political concepts is shown as well as aly a comparative analysis is made of relevant political aspects with only conalising that refers to similarities and/or differences, forming basic and ideas (AO2). Little evaluation of political aspects is made, with just basic arguments are mainly descriptive and result in a conclusion with little proof (AO3).
2	5–9	 Some comprehension of the relevant political concepts is shown with some to support the analysis and evaluation (AO1). Some comparative analysis is made of relevant political aspects with some rationalising that refers to similarities and/or differences, forming some between concepts and ideas (AO2). Some appropriate evaluation of political aspects is made, with good argus sometimes made, a few of which are partly justified and result in general
3	10–14	 Mainly correct comprehension of the relevant political aspects is shown correctly to support the analysis and evaluation (AC1). Mainly good comparative analysis is made and every the political aspects with rationalising that refers to similarities and differences, forming mainly between concepts and interpretation of political aspects is made, with good are mainly as any of which are justified and result in reasonably decent
4	15–19	 Constant comparative analysis is made of relevant political aspects with a rationalising that refers to similarities and differences, forming appropriation concepts and ideas (AO2). Largely appropriate evaluation of political aspects is made, with good argulargely made, which are largely justified and result in largely strong conclusions.
5	20–24	 Full comprehension of the relevant political aspects is shown and is very the analysis and evaluation (AO1). Sharp comparative analysis is made of relevant political aspects with very logical rationalising that forms substantial and solid links between concess. Completely appropriate evaluation of political aspects is made, with very judgements that are continually justified and result in complete conclusion.
		judgements that are continually justified and resident complete conclusion





Practice Exam C Section A

Indicative content

1 (a) AO1 (10 marks)

This will be used by students to make key conceptual arguments that allow that and evaluation (AO3) to take place.

AO2 (10 marks) and AO3 (10 marks)

This will assess how students is en a lar knowledge to both analyse and even answers the question of and is less should analyse the source and how it agree proposed in the last should look at the different views and even in the last of and show how these can form the basis for differing operation.

Standard demonstrate the following knowledge and understanding (A)
Theresa May has been effective in controlling the agenda and dictating even

Theresa May has been effective:

- The text source shows that May became prime minister on the back of of her own party.
- The text source shows that May was decisive in selecting a cabinet.
- The text source also suggests that May consistently had high approval for General Election.
- The text source shows that May enjoyed success in bringing unity between

Theresa May has not been effective:

- The graph source shows that May's manifesto was unpopular among the
- The graph source shows that May performed badly at the 2017 General
- Her popularity plummeted after June 2017, as the source shows.

Students should display that they can analyse in a display that they can analyse in a

Theresa May has been effective?

- The text source of some strong support within her party allowed and previous AO2). This shows that she was able to control have a sovernment (AO3).
 - text source shows May chose her cabinet well. Choosing a cabinet prime minister and Theresa May managed to carry out this function effective and decisive leadership style helped her to become predominant
- The text source infers that May's high approval ratings among the public personalised leadership (AO3). She was able to control public opinion minister, thus she was able to control events.

Theresa May has not been effective:

- The graph source shows that May's public popularity began to consiste Conservative manifesto, indicating poor planning and strategy (AO2). The her relatively weak leadership and direction for the party (AO3).
- The graph source identifies the severity of May's bad performance in the
 humiliation for May and her party, in which she lost the support from M
 has led to widespread distrust and scepticism of May as a leader in the
 rebellions she began by avoiding are now in the Selection. She is unable to contain the selection of May's bad performance in the
 humiliation for May and her party, in which she lost the support from May are now in t
- The graph source shows that May sprogramy among the public has decomport of the people of the peop

Students to promote that they can argue effectively on both sides. Students declared way, conclusions being drawn from this balanced declared to the students of the students

Shorts who do not engage in this comparative discussion with either the so knowledge cannot receive above 12 marks.

(AO2) Analysis and (AO3) evaluation should be rewarded only when they are

Reward any other content that is reasoned, relevant and accurate.

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Level	Mark		Description
No level	0	Stude	nt produced no material worthy of a single mark.
		AO1	Students portray surface knowledge and understanding of theories and UK politics, with little to no analysis or evaluation.
Level 1	1–6	AO2	Students show little to no reasoned analysis of political concepts or the links between material and concepts.
		AO3	Students engage in little to no evaluative work on politics, making sim Many of the arguments are only descriptive in content leading to poor
		AO1	Students portray some knowledge and understanding of theories and UK politics, which are sometimes used to support analysis or evaluation general points are made.
Level 2	7–12	AO2	Students show some signs of the year pointical concepts and theories, links between material of the years.
		AO3	Students or findlating some evaluative work on politics, make judge of Some of the arguments are still partly descriptive in contact as seed conclusions.
		A Educ	surrounding UK politics. Knowledge is used efficiently and is relevant and evaluation. Mostly relevant general points are made.
Level 3	13–18	AO2	Students show mainly reasoned analysis of political concepts and thee links between material and concepts.
		AO3	Students build a mostly reasoned evaluation on politics, making good arguments throughout. This leads to generally reasoned conclusions.
		AO1	Students portray detailed and accurate knowledge and understanding concepts surrounding UK politics, which are used efficiently, effectively support analysis and evaluation. Relevant general points are made.
Level 4	19–24	AO2	Students show consistently good reasoned analysis of political concept multiple reasoned links between material and concepts.
		AO3	Students build an almost fully relevant evaluation on politics, making starguments throughout. This results in mostly respond conclusions.
Level 5	25–30	A01	Students portray accuracy with a visible and not to detail in terms of understanding of theories and one of a counding UK politics. This consistently to support if it is a devaluation. The result is convincing throughout the sweet of the same of the support is a sweet of the same of the support in the same of the sam
		A Educ	net jess, making consistently convincing links between material and countries and entirely relevant evaluation on politics, effective and reasoned judgements and arguments throughout. Concine reasoned as a result.

750 M. S. P. E. C. T. O. M. C. O. P. M. C.



1 (b) **AO1 (10 marks)**

This will be used by students to make key conceptual arguments that allow their comparand evaluation (AO3) to take place.

AO2 (10 marks) and AO3 (10 marks)

This will assess how students develop their knowledge to both analyse and evaluate in answers the question. Candidates should analyse the source and how it agrees and disproposed in the question. Students should look at the different views and evaluations political information and show how these can form the basis for differing opinions.

Students should demonstrate the following knowledge and standing (AO1) for a that the House of Lords is now the most powerful characteristics and the House of Lords is most powerful:

- The graph source shows that the large government defeats in the Lords per version around 15 during the Constitution Sovernment of 1979–1990 to around 50 during 2015.
- The garage are shows the timeline of governments, for which majorities have de
- The telescope shows that the House of Lords reject key bills by the government.
- The graph source shows the House of Lords has become more representative and years, which extends to ideological representativeness.

House of Commons is most powerful:

- The text source indicates that the House of Commons is under no obligation to accommade by the House of Lords.
- The graph source suggests that the House of Lords still is unrepresentative, which are unelected.
- The graph source suggests that the number of defeats of governments in the Househighest, is still very low, despite the increase.

Students should display that they can analyse (AO2) and evaluate (AO3) the power of relation to the power of the House of Commons in some of the following ways:

House of Lords is most powerful:

- The graph source's claim of the increasing number of defeate over legislation by that they can hold the government to account and some effectively (AO2). The of Lords has legislative influence over the House of Lords (AO3).
- The graph source shows that representative that 1 4 or stone does without the cost (AO3).
- The type ce power the Lords challenging the Commons over a key issue like Brassert chamber (AO2). As they can block legislation of this stature, it must they are the more powerful chamber (AO3).

House of Commons is most powerful:

- The graph source, for instance, suggests an ageing House of Lords. It is also not elements its legislative power (AO2). As the Commons is more representative, legitimate power over bills (AO3).
- The graph source shows a recent increase in victories over the government, but demande by the Lords do not need to be accepted by the Commons and this can result pong' where amendments are consistently rejected (AO2). The House of Common required to abide by the legislative decisions of the Lords and remain the dominant.
- The text source shows that the Commons can ignore recommendations by the House legislation, indicating the structural power lies with the lower chamber (AO2). This is House of Lords' power of scrutiny is one of its most important and even this is often.

Students should demonstrate that they can argue eff action can both sides. Students should not reasoned way, conclusions by without this balanced debate.

Students who do not engage in a marks.

Students who do not engage in a marks.

(AO2) Analy (AO3) evaluation should be rewarded only when they are relevant to

Reward any other content that is reasoned, relevant and accurate

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Level	Mark		Description
No level	0	Stude	nt produced no material worthy of a single mark.
		AO1	Students portray surface knowledge and understanding of theories and UK politics, with little to no analysis or evaluation.
Level 1	1–6	AO2	Students show little to no reasoned analysis of political concepts or the links between material and concepts.
		AO3	Students engage in little to no evaluative work on politics, making simple Many of the arguments are only descriptive in content leading to poor
		AO1	Students portray some knowledge and understanding of theories and UK politics, which are sometimes used to support analysis or evaluation general points are made.
Level 2	7–12	AO2	Students show some signs of the year pointed concepts and theories, links between material (c) tepts.
		AO3	Students or familiating some evaluative work on politics, making ud a property Some of the arguments are still partly descriptive in contact as a seed conclusions.
	13– 18	A Educ	surrounding UK politics. Knowledge is used efficiently and is relevant and evaluation. Mostly relevant general points are made.
Level 3		AO2	Students show mainly reasoned analysis of political concepts and theolinks between material and concepts.
		AO3	Students build a mostly reasoned evaluation on politics, making good arguments throughout. This leads to generally reasoned conclusions.
	19– 24	AO1	Students portray detailed and accurate knowledge and understanding concepts surrounding UK politics, which are used efficiently, effectively support analysis and evaluation. Relevant general points are made.
Level 4		AO2	Students show consistently good reasoned analysis of political conceptual multiple reasoned links between material and concepts.
		AO3	Students build an almost fully relevant evaluation on politics, making starguments throughout. This results in mostly respond conclusions.
	25	A01	Students portray accuracy with a visible and to detail in terms of understanding of theories and cancoto dounding UK politics. This was consistently to support a ray and evaluation. The result is convincing throughout the sawe.
Level 5	30	AO2 Tig Al Educ	Students of perception in formulating a reasoned analysis of perception in formulating a reasoned analysis of perceptions, making consistently convincing links between material and condents engage in building an entirely relevant evaluation on politics, effective and reasoned judgements and arguments throughout. Concine reasoned as a result.

2 (a) **AO1 (10 marks)**

This will be used by students to make key conceptual arguments that allow their comparand evaluation (AO3) to take place.

AO2 (10 marks) and AO3 (10 marks)

This will assess how students develop their knowledge to both analyse and evaluate in a answers the question. Candidates should present different sides of the debate, analyse evaluate by weighing up which arguments are more convincing."

Students should demonstrate the following knowled include standing (AO1) for at that devolution should be extended to have a taggish partiament:

Devolution should have an English rarlien and

- It would answer the Contain Question by removing inconsistencies with Scot allow technical states but this not being shared.
- It would enhance democracy by bringing gow the people.



- Devolution has been a success thus far and should continue to be extended. For example, there has been little tension between Westminster and Scottish, Northern Irish or Welsh institution.
- Policy differences between the devolved institutions allow subnational government according to what people in the area need most.

Devolution should not have an English parliament:

- A majority of English votes by MPs is already needed to pass English laws, satisfyir English laws' problem.
- An English parliament as well as a Westminster parliament would lead to institution
- There is little public desire to see an English parliament.
- It may contribute to the disunity of the United Kingdom, for example, as seen in S
 support for independence.
- England is too big to have its own devolved institution. In 85% of the UK population

Students should display that they care a visit ye2) and evaluate (AO3) the cases for a continuation of handing power as unreal institutions in some of the following was Devolution should have a starting parliament:

- If the partial substitution is answered, the fairness of devolution is guaranteed have in trumental in policy progress in Britain and this has not been the case (AO2). Shows that devolution should be extended to include an English parliam subnational laws are considered equally (AO3).
- The decentralisation of power away from Westminster would increase the access for citizens (AO2). This suggests that the continuation of devolution would increase of the UK (AO3).
- Westminster, the Scottish Parliament, and the Welsh and Northern Ireland Assemwork cooperatively and collaboratively, and there has never been gridlock or any (AO2). This would suggest that an English parliament would also work collaborative institutions and should, therefore, be created (AO3).
- Scotland has different economic circumstances than some parts of the south of Erg
 Their tax varying powers allow policies to benefit citizens more than a centralised
 everywhere (AO2). This shows that devolution should be extended and that an Erg
 have power over English-affecting areas (AO3).

Devolution should not have an English parliament:

- The Conservative Government in 2015 introduced a expensent of English MP matrix the imbalance of Scottish, Welc's and No amen Irish MPs having too multiplies laws (AO2); therefore, further deplease to answer the West Lothian Question.
- Many of the functions of parliament would overlap with those of Westm English parliament to carry (AO3) 79
- Unlike and Welsh subnational institutions that were created on the basis English parliament would not be democratically created in this sense (AO2). Other therefore, necessary to create to enhance democracy whereas an English parliament this basis (AO3).
- Devolution has contributed to scepticism about the United Kingdom. Scotland held a
 UK in 2014, for instance. Further devolution could continue this disunity and dissolve
 (AO2). An English parliament should, therefore, not be created as it would undermin
 politics.

Synoptic links

- Devolved bodies, and particularly regional parties, are good at representing people
 UK party politics.
- Decentralisation means that people are inherently more able to access their repreliterally closer.

Students should demonstrate that they can argue eff in the both sides. Students should not be balanced and reasoned way, conclusions being the wife months balanced debate.

Students who do not engage in this con a year discussion with their own relevant know above 12 marks.

(AO2) Anal (1) (A) valuation should be rewarded only when they are relevant.

Students ca the ore over 25 marks if they fail to draw on any synoptic links.

Reward any other content that is reasoned, relevant and accurate.

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Level	Mark		Description
No level	0	Stude	nt produced no material worthy of a single mark.
		AO1	Students portray surface knowledge and understanding of theories and UK politics, with little to no analysis or evaluation.
Level 1	1–6	AO2	Students show little to no reasoned analysis of political concepts or the links between material and concepts.
		AO3	Students engage in little to no evaluative work on politics, making sim Many of the arguments are only descriptive in content leading to poor Links to other aspects of politics are rare and at surface level.
		AO1	Students portray some knowledge and understar ling of theories and UK politics, which are sometimes used to analysis or evaluation general points are made.
Level 2	7–12	AO2	Students show some sign on a sing political concepts and theories links between the erial and concepts.
		A03	Stud needs again formulating some evaluative work on politics, making ideas a second content of the arguments are still partly descriptive in content as a soned conclusions. A few relevant links to other aspects of politics
		AOT	Students portray accurate knowledge and understanding of theories as surrounding UK politics. Knowledge is used efficiently and is relevant and evaluation. Mostly relevant general points are made.
Level 3	13- 18	AO2	Students show mainly reasoned analysis of political concepts and theoretinks between material and concepts.
		AO3	Students build a mostly reasoned evaluation on politics, making good arguments throughout. This leads to generally reasoned conclusions. Sto link answer to other aspects of politics.
		AO1	Students portray detailed and accurate knowledge and understanding concepts surrounding UK politics, which are used efficiently, effectively support analysis and evaluation. Relevant general points are made.
Level 4	19– 24	AO2	Students show consistently good reasoned analysis of political concepts multiple reasoned links between material and concepts.
		AO3	Students build an almost fully relevant evolution on politics, making starguments throughout. This results in his pareasoned conclusions, tie relevant links made to other than the politics.
		A01	Students portray (200, 10) In a visible attention to detail in terms of the understand of the contract of the
Level 5	25– 30	AcEduc	students show strong perception in formulating a reasoned analysis of theories, making consistently convincing links between material and co
		AO3	Students engage in building an entirely relevant evaluation on politics effective and reasoned judgements and arguments throughout. Concreasoned as a result. Links to other aspects of politics are entirely relevant.

2 (b) **AO1 (10 marks)**

This will be used by students to make key conceptual arguments that allow their comparand evaluation (AO3) to take place.

AO2 (10 marks) and AO3 (10 marks)

This will assess how students develop their knowledge to both yes and evaluate in answers the question. Candidates should present different to the debate, analyse evaluate by weighing up which arguments are yes a princing."

Students should demonstrate (oll) ing knowledge and understanding (AO1) for a that the Supreme Court is a final understanding (AO1) for a state of the court is a final understanding (AO1) for a sta

Supreme Carlo Infiliational

- The Commonal Reform Act 2005 ensured that judicial independence is maintain
- The Supreme Court guarantees of rights in the Human Rights Act 1998 are not vio
 or Parliament.



- The judiciary is increasingly influential as they now perform judicial review under
- Judges, unlike any other branch of government, remain politically neutral.
- The Supreme Court can help define governmental powers in times of uncertainty.

Supreme Court is not influential:

- Judicial independence cannot be guaranteed and has become threatened in recer
- Parliament are not legally obligated to obey any of the Supreme Court's rulings or
- Brexit will significantly impact the key Supreme Court function of upholding EU law
- Judicial neutrality has not been achieved because Supreme Court justices are still

Students should display that they can analyse (AO2) and evaluate (AO3) the influence in some of the following ways:

Supreme Court is influential:

- The Lord Chancellor has less influenced on merit (AO2). This allowed the Supreme review in a balance less increasing it is influential (AO3).
- The S Cc Let has the exclusive scrutinising role of ultra vires, where a government of the influence the Supreme Court has in Human Rights Act, for example (AO3).
- The Maastricht Treaty 1992 underpinned EU law as sovereign over statute law. The charged with upholding this, can, therefore, overrule parliamentary law that does the Supreme Court has, therefore, become a more effective check on other branch platform for overriding parliamentary law (AO3).
- Justices remain anonymous and do not involve themselves politically, and this allow
 of law effectively (AO2). The neutrality of the Supreme Court allows them to scrus
 several governments (AO3).

Supreme Court is not influential:

- The Supreme Court is becoming increasingly politicised for example, with an increasingly politicised for exam
- The Supreme Court may point out where members of the ranches have violated fact that this can be disobeyed shows that judic of red was weak in the UK (AO2). therefore, not influential as checks and the end we not been properly established.
- The few policy areas that it is the cower of the EU to dictate will no longer be valuable and groups of the court has in scrutinising the executive and Parliament (AO3)
- The Sugardo Court is still highly elitist in terms of its demographic overwhelmin male, ageing (AO2). This means the likelihood of them having a variety of political

Synoptic links

- The Supreme Court is the most powerful rights protector in the UK as the highest power of judicial review over rights makes it influential.
- The judiciary is not influential because it does not have the health of democracy if elected or accountable.
- Popular legitimacy, such as referendums, makes it unclear as to whether the Supressions about the Supreme Court.

Students should demonstrate that they can argue effectively on both sides. Students shalanced and reasoned way, conclusions being drawn from this be anced debate.

Students who do not engage in this comparative disciplining their own relevant know above 12 marks.

(AO2) Analysis and (AO3) evaluation should be rewarded only when they are relevant.

Students cannot score and sense marks if they fail to draw on any synoptic links.

Reward an proment that is reasoned, relevant and accurate

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Level	Mark		Description
No level	0	Stude	nt produced no material worthy of a single mark.
		AO1	Students portray surface knowledge and understanding of theories and UK politics, with little to no analysis or evaluation.
Level 1	1–6	AO2	Students show little to no reasoned analysis of political concepts or the links between material and concepts.
		AO3	Students engage in little to no evaluative work on politics, making simple Many of the arguments are only descriptive in content leading to poor Links to other aspects of politics are rare and at surface level.
		AO1	UK politics, which are sometimes used to an analysis or evaluation general points are made.
Level 2	7–12	AO2	Students show some sign on a spring political concepts and theories links between the erial a concepts.
		A03	Stud no sign formulating some evaluative work on politics, making the state of the arguments are still partly descriptive in contemps as a soned conclusions. A few relevant links to other aspects of politics are
		ACI	Students portray accurate knowledge and understanding of theories are surrounding UK politics. Knowledge is used efficiently and is relevant and evaluation. Mostly relevant general points are made.
Level 3	13– 18	AO2	Students show mainly reasoned analysis of political concepts and theolinks between material and concepts.
		AO3	Students build a mostly reasoned evaluation on politics, making good arguments throughout. This leads to generally reasoned conclusions. to link answer to other aspects of politics.
		AO1	Students portray detailed and accurate knowledge and understanding concepts surrounding UK politics, which are used efficiently, effectively support analysis and evaluation. Relevant general points are made.
Level 4	19– 24	AO2	Students show consistently good reasoned analysis of political conceptual multiple reasoned links between material and concepts.
		AO3	Students build an almost fully relevant evaluation on politics, making starguments throughout. This results in the same of politics.
Level 5	25– 30	A01	Students portray act of with a visible attention to detail in terms of understanding the class and concepts surrounding UK politics. This was consistent to be apport analysis and evaluation. The result is convincing the utility of the answer.
		A. Educ	udents show strong perception in formulating a reasoned analysis of theories, making consistently convincing links between material and continuous transfer in the continuous co
		AO3	Students engage in building an entirely relevant evaluation on politics, effective and reasoned judgements and arguments throughout. Concreasoned as a result. Links to other aspects of politics are entirely relevant.





Section B

Anarchism

Indicative content

- 3 (a) Ways in which anarchists approve of the free market:
 - Anarchists believe in economic freedom which refers to people themselve economic matters (AO1). This, therefore, implies upport of a free mark external control of prices or productions at the people therefore, there is approvation from the people themselve and the people themselve are maximized to the people themselve are the pe
 - Individual: See the free market as being beneficial to society popular market because it allows the most economic freedom popular telements of society (AO2). Therefore, there is support of the archism as it is advocated as a form of economic freedom (AO3).
 - Anarcho-capitalism argues that the state is negative because it restricts
 people through taxation (AO1). An absolutely free market is seen as id
 control and allows maximum economic freedom (AO2). This branch of
 market as it sees this economic system as beneficial for people and gra
 for the individual (AO3).

Ways in which anarchists disapprove of the free market:

- Collectivist anarchists consider that the economy should be geared towas a whole (Bakunin) (AO1). They consider that the free market is harm certain individuals while the focus should be on society as a whole (AO2) the free market as it prefers the common ownership of the means of page 1.
- Anarcho-syndicalism advocates the common action of workers and their
 mass action that will spark a revolution (AO1). As such, anarcho-syndical
 it as a form of oppression and exploitation of the many by the few (AO2)
 form of economic organisation and the abanching the free market along
- Peter Kropotkin argued that ne revision gradually come together and This society would be to o putual aid and cooperation instead of conoplace for a total and the part of the society. The society would be to o putual aid and cooperation instead and the part of the society will be a society would be to operation instead and the part of the society will be a society will be a society will be to operation and the part of the society will be a society would be to operation instead of conoperation instead and the part of the society would be to operation instead of conoperation instead and the part of the society would be to operation instead and the part of the society would be to operation instead and the part of the society would be to operation instead and the part of the society of the society would be to operation instead and the part of the society of t

swants must refer to at least two thinkers from the specification and considerable they fail to do either, they cannot achieve more than 9 marks.

- 3 (b) Ways in which individualist and collectivist anarchists agree over liberty:
 - Anarchists consider liberty to be the highest good (AO1). Liberty is consinature inherently good and so they can be trusted to act well if given abhuman nature being inherently good and so justifying liberty is held by argue that individual freedom is more important while collectivist anarchut nevertheless both quote the same reason for why liberty is the high
 - Anarchists dislike the state and wish to see it removed because it restricted individualist and collectivist anarchists maintain that the state restricts such external forces of control as negative because giving people liberty their true good nature (AO2). Therefore, advocating liberty is a good the branches agree over liberty in this regard (AC2).
 - Liberty in anarchism takes on a very 'and de' Litic form (AO1). This is to anarchism which places the importance on the individual, but a while it prefers the anarchism to choose and a form of to join these collectives (AO2). Therefore, the arm individualistic form of the concepts.

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Ways in which individualist and collectivist anarchists disagree over liberty:

- Individualist anarchists consider that liberty can only exist in its individualistic form therefore, in contrast with collectivist anarchists, who would consider that liberty collectives (Kropotkin), which individualists would see as simply a new limitation of (Proudhon) (AO2). Therefore, they disagree here due to the collectivist push for the collectives which individualists think is incompatible with true liberty (AO3).
- Mikhail Bakunin considered that people could only really be free in a cooperative cooperative natures (AO1). His form of anarchism is anarcho-communism which is egoism of Max Stirner who claims that individuals can only be free once they have individualism, which he called the ego (AO2). Therefore, there is a disagreement limited individualistic form of liberty argued for by Stirner and the individualists and the coof liberty argued for by Bakunin and the collectivists.
- Anarcho-communists consider that there shall be common ownership and human This is how they suggest liberty will more sed, but anarcho-capitalists disagree surrendering private properties as while anarcho-communists consider liberty still as properties in the maximised in this way, anarcho-capitalists think the opening of the maximised in this way, anarcho-capitalists think the opening of the maximised in this way.

Students must refer to at least two thinkers from the specification and consider both side they fail to do either, they cannot achieve more than 9 marks.

Level	Mark	Information
No level	0	Answer incorrect or irrelevant to question.
		Little comprehension of the relevant political concepts is shown as well analysis and evaluation (AO1). Little comparative applying is made of relevant political concepts with only
1	1–4	 Little comparative analysis is made of relevant political aspects with only rationalising that refers to similarities and/or differences, forming basic and ideas (AO2).
		Little evaluation of political aspects is made, with just basic arguments a are mainly descriptive and result in a conclusion with little proof (AO3).
		• Some comprehension of the relevant political comprehension of the relevant political comprehension with some to support the analysis and evaluation for all the support the
2	5–9	• Some comparative analysis is a long evant political aspects with some rationalising that references and/or differences, forming some abetween concentrated as as (AO2).
		• The state evaluation of political aspects is made, with good arguetanes made, a few of which are partly justified and result in general
		Trainly correct comprehension of the relevant political aspects is shown correctly to support the analysis and evaluation (AO1).
3	10–14	 Mainly good comparative analysis is made of relevant political aspects we rationalising that refers to similarities and/or differences, forming mainly between concepts and ideas (AO2).
		Mainly appropriate evaluation of political aspects is made, with good arg mainly made, many of which are justified and result in reasonably decent
		Correct comprehension of the relevant political aspects is shown and is the analysis and evaluation (AO1).
4	15–19	 Constant comparative analysis is made of relevant political aspects with rationalising that refers to similarities and differences, forming appropris concepts and ideas (AO2).
		Largely appropriate evaluation of politing spins is made, with good argulargely made, which are largely in Sie or result in largely strong conclusions.
		• Full comprehension and a Can't political aspects is shown and is very the analysical aspects. Adon (AO1).
5	20–24	• The property of the analysis is made of relevant political aspects with version all rationalising that forms substantial and solid links between concessions.
		Completely appropriate evaluation of political aspects is made, with very judgements that are continually justified and result in complete conclusion.

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- 4 (a) Ways in which social ecologists agree that hierarchy in human society is to b
 - Eco-anarchists consider that hierarchy in human society has led to the snature and this is harming nature (AO1). The domination of man by man nature by man and so the existence of hierarchy couses environmental the right to exploit nature because they are it (AO2). This branch the opinion that hierarchy is the problem.
 - Ecosocialism dislikes considers because it leads to inequalities, the compactoring to Society, environmental damage due to its pursuit of exceptions of the seething of the
 - Murray Boockhin is a social ecologist who argues that capitalism and the
 environmental problems (AO1). His argument is based on the notion the
 hierarchical and result in the domination of some over others, and natusystem (AO2). A more harmonious relationship between people thems
 care of nature and so hierarchy is blamed for environmental problems.

Ways in which social ecologists disagree that hierarchy in human society is to

- Ecosocialists consider capitalism to be the main cause of environmental capitalism is based on generating profit and exponential growth and the resulting in environmental damage (AO2). Capitalism does not take the consideration and so this branch of social ecology considers this instituting general, to be the cause of environmental problems (AO3).
- Ecofeminists consider that patriarchy is the main cause of environments men are more disposed to exploiting nature that somen and as they are this leads to environmental problems IAC and the fore, it is the gende environmental problems rather than the analysis of the problems are (AO3).
- E.F Schumach problems (AO1). This is a focus on the problems of capital growth and he advocates that instead people should be the a focus on hierarchy being a problem, because he advocates that people should simply benefit also (AO3).

Students must refer to at least two thinkers from the specification and considerable they fail to do either, they cannot achieve more than 9 marks.

- 4 (b) Ways in which all ecologists advocate the adoption of an environmental con
 - Deep green ecologists consider that people need to adopt a new way of environmental consciousness, in order to help nature (AO1). It is not enconsideration to nature; we need to entirely rewire the way we think so about when making decisions (AO2). Therefore, this branch of ecologist environmental consciousness as the only way to help the environmental
 - Aldo Leopold is a deep green ecologist who considers that humanity is (AO1). This 'land ethic' of his involves a revolution in human thinking the into better account than has been done so fa (3, 2). Therefore, he is a environmental consciousness because the works people to always think and so identify themselves and ir in the rests with that of nature (AO3).
 - Deep green ecologies and the adoption of holism as well as the restriction with the adoption of holism as well as the restriction with the adoption of holism as well as the restriction of holism as the restriction of holism as well a

Ways in which all ecologists do not advocate the adoption of an environment

 Shallow green ecologists argue for the adoption of environmental ethic that refer to the environment (AO1). This they consider is what is nece

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because people need to understand that what affects nature will affect them too (ACA). Therefore, this branch of ecologism does not suggest the adoption of an environmental conscious would involve an entirely different mindset. Environmental ethics, in contrast, reference the contrast of the contrast

• Rachel Carson is a shallow green ecologist who considers that people need to care cares for them (AO1). She therefore wants people to understand that their fate is and so what happens to nature is important (AO2). This is not the same as adoption consciousness as this would imply not just caring for nature for nature's own sake oneself a part of nature and nothing else in addition (AO3).

people's current considerations a consideration of nature (AO3).

• Ecofeminists such as Carolyn Merchant consider that men arg naturally inclined to environment while women are not (AO1). Women a significant is given by the same already be more than the considered to be female and this was eithere is a link between the two (AO2). This is not, therefore, see more dope a new consciousness as women already care for nature; men implicated be removed from positions of power trusted (AO3).

Students no figure to at least two thinkers from the specification and consider both side they fail to consider they cannot achieve more than 9 marks.

Level	Mark	Information
No level	0	Answer incorrect or irrelevant to question.
1	1–4	 Little comprehension of the relevant political concepts is shown as well analysis and evaluation (AO1). Little comparative analysis is made of relevant political aspects with only rationalising that refers to similarities and/or differences, forming basic and ideas (AO2).
		Little evaluation of political aspects is made, with just basic arguments a are mainly descriptive and result in a conclusion with little proof (AO3).
		Some comprehension of the relevant political concepts is shown with some to support the analysis and evaluation (AO1).
2	5–9	 Some comparative analysis is made of relevant or ical aspects with sor rationalising that refers to similarities and or inferences, forming some between concepts and ideas in political aspects is made, with good arguments. Some appropriate end of the political aspects is made, with good arguments.
		sometimes and of which are partly justified and result in general
		in. comprehension of the relevant political aspects is shown ecry to support the analysis and evaluation (AO1).
3	10–14	wainly good comparative analysis is made of relevant political aspects we rationalising that refers to similarities and/or differences, forming mainly between concepts and ideas (AO2).
		Mainly appropriate evaluation of political aspects is made, with good arg mainly made, many of which are justified and result in reasonably decen
		Correct comprehension of the relevant political aspects is shown and is the analysis and evaluation (AO1).
4	15–19	Constant comparative analysis is made of relevant political aspects with rationalising that refers to similarities and differences, forming appropriaconcepts and ideas (AO2).
		Largely appropriate evaluation of political aspects is made, with good argular largely made, which are largely justified and result in largely strong conclusions.
		Full comprehension of the relevant politic
5	20–24	Sharp comparative analy is not be of relevant political aspects with ver logical rationalis and substantial and solid links between concessions.
	_	• Complete to private evaluation of political aspects is made, with very generate that are continually justified and result in complete conclusions.

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- 5 (a) Ways in which all feminists agree about the role of gender in the oppression
 - Most feminists consider that sex and gender are two different things: the differences between men and women, and the second to characteristic women act and think (AO1). They all consider that the two have often problem as women are, therefore, expected to think a certain way and are women (AO2). Therefore, feminists graph bout the role of gender restricts them through expectations, ar instance (AO3).
 - Many feminists, am a sucial ones, argue that gender roles are resociety (AC1) and gue that men force gender stereotypes onto work and the spread of the spre

Ways in which all feminists do not agree about the role of gender in the opp

- Socialist feminists consider that gender roles are perpetuated by capital capitalism that is the real culprit in the oppression of women due to the where men are the primary workers (AO2). To this extent, socialist fem which wasn't very aware of the concept of gender at all, and does not a it does not consider gender roles themselves to be the source of oppressibilities which is seen as the main enemy (AO1).
- Postmodern feminists consider that race and class are also significant as (AO1). They do not deny the importance of good but they consider the limiting to the women's movement (102 1) refore, while they do not they focus more on the asport account class which they consider maissed (AO3).
- Bell hools of the fractace and class are as important as gender in the constant as gender in the constant as gender in the constant as managed and class are as important as gender in the constant as managed and class are as important as gender in the constant as gender in the c

Students must refer to at least two thinkers from the specification and considerable they fail to do either, they cannot achieve more than 9 marks.

- 5 (b) Ways in which feminism overall focuses on intersectionality:
 - Postmodern feminism has a strong focus on intersectionality (AO1). Possible working class women and black women, for instance, in the mainstream consider they have been left out, and this is what intersectionality mean feminism has a strong focus on intersectionality as it forms the main page.
 - Socialist feminism has a strong focus on capitalism and wider economic
 Within this there is a consideration of working class women who are set the existing system (AO2). As intersectionality is about taking into accordance in the partly focusing on it.
 - Bell hooks places a strong focus on base as a strong focus on base as a strong focus on base as a strong focus on base and race (AO3).

 Bell hooks places a strong focus on base and race (AO3).

 Bell hooks places a strong focus on base and race (AO3).

wh feminism overall does not focus on intersectionality:
eral feminism focuses on equality for women overall (AO1). It there
to different groups of women such as black or working class women whe
(AO2). Therefore, this branch of feminism does not have a focus on intelligent differentiate between the experiences of different groups of women (AC).

 Radical feminism has a very strong focus on gender and sees women as (AO1). By grouping women together into one group it does not share to

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black women from white women, for example (AO3). Simone de Beauvoir proposes an idea that women see themselves as different from 'norm' (AO1). This idea divides society into men and women, with the latter need

order to break away from it (AO2). Therefore, de Beauvoir is not focusing on interis not dividing these groups further into ones based on race and class as well which intersectionality proposes (AO3).

Students must refer to at least two thinkers from the specification and consider both si they fail to do either, they cannot achieve beyond 9 mark

No level	Mark 0	Answer incorrect or in a fact of question.
No level	0	<u> </u>
		1
1	1–4	• The proposition of the relevant political concepts is shown as well a live and evaluation (AO1). • The comparative analysis is made of relevant political aspects with only rationalising that refers to similarities and/or differences, forming basic and ideas (AO2).
		Little evaluation of political aspects is made, with just basic arguments a are mainly descriptive and result in a conclusion with little proof (AO3).
		Some comprehension of the relevant political concepts is shown with so to support the analysis and evaluation (AO1).
2	5–9	 Some comparative analysis is made of relevant political aspects with sor rationalising that refers to similarities and/or differences, forming some between concepts and ideas (AO2).
		Some appropriate evaluation of political aspects is made, with good argusters sometimes made, a few of which are partly justified and result in general
		Mainly correct comprehension of the relevant political aspects is shown correctly to support the analysis and evaluation. A 1).
3	10–14	Mainly good comparative analysis is read freewant political aspects we rationalising that refers to simples and/or differences, forming mainly between concept and its second.
	 	Main's face evaluation of political aspects is made, with good are in a political aspects is made, with good are in a political aspects is made, with good are in a political aspects is made, with good are in a political aspects is made, with good are in a political aspects is made, with good are in a political aspects is made, with good are in a political aspects is made, with good are in a political aspects is made, with good are in a political aspects is made, with good are in a political aspects is made, with good are in a political aspects is made, with good are in a political aspects is made, with good are in a political aspects is made, with good are in a political aspects is made, with good are in a political aspects is made, with good are in a political aspects in a political aspect in a political aspects in a political aspect in a po
		the analysis and evaluation (AO1).
4	15–19	 Constant comparative analysis is made of relevant political aspects with rationalising that refers to similarities and differences, forming appropris concepts and ideas (AO2).
		Largely appropriate evaluation of political aspects is made, with good arg largely made, which are largely justified and result in largely strong conclusions.
		Full comprehension of the relevant political aspects is shown and is very the analysis and evaluation (AO1).
5	20–24	Sharp comparative analysis is made of relevant political aspects with ver logical rationalising that forms substantial and solid links between conce
		Completely appropriate evaluation of political escapits is made, with ver judgements that are continually justified and sultan complete conclusions.







6

Indicative content

- (a) Ways in which positive discrimination is considered a good thing within mult
 - Some minorities are seen to have suffered historically in certain aspects terms, for example, of voting rights (AO1). In this regard, multicultural discrimination, the granting of special consideration to specific groups, better involve such groups in society (AO2) in ore, positive discriminas it helps disadvantaged groups which is a multiculturalism is all also
 - Pluralist multiculturalists and phase and the equally contained to be equally contained to be equally contained to be able to do this because there may be up in containing which establishing formal equality, for instance, does not up is often lower class and poorer (AO2). Positive discrimination can be on an even footing with others, and within this branch (AO3).
 - Will Kymlicka is an advocate of representation rights (AO1). This is a for the use of positive discrimination to help certain groups out of disadvant Therefore, he considers positive discrimination a good thing, though he approach would only be good in certain situations (AO3).

Ways in which positive discrimination is not considered a good thing within

- Positive discrimination is still discrimination according to some multicult
 helps some people at the expense of others simply because they are majority in a society may feel targeted by such a policy for no reason the
 (AO2). Therefore, some multiculturalists would consider positive discrimabide by the idea that all cultures are equally treated (AO3).
- Liberal multiculturalists aim to help minorities by reating everyone as member of a particular group (Charles Tank AC). Positive discrimination people according to which group the book to rather than considering alone (AO2). Therefore the archival disagree with this policy as it go on individuals at a (AC3).
- Isaiah 3. In wers that society should let different cultures coexist so was a colerance and acceptance rather than any direct action to accompany which positive discrimination entails (AO2). He also considered potential benefits the liberal principles of individualism and liberalism, which, he maintains multiculturalism (AO3).

Students must refer to at least two thinkers from the specification and considerable they fail to do either, they cannot achieve more than 9 marks.

- 6 (b) Ways in which multiculturalists agree on human nature:
 - Most multiculturalists, like liberals and pluralists, consider that culture (AO1). Human nature is greatly dependent on the cultural identity of a nature are closely tied (AO2). Therefore, most multiculturalists agree or relationship with the culture of an individual (AO3).
 - Multiculturalists consider that there are many different human natures cultures and these two are linked (AO1). There is no set 'correct' or 'per depends on the culture, and cultures are access as equal and no culture therefore, they agree on the variability of his an nature due to the nature due to the

culture but it is also characterised by variety as a result of in his advocacy of value pluralism which maintains that there are aning, once again, that human nature is subject to great variety (AO3

Ways in which multiculturalists disagree on human nature:

 Cosmopolitans consider that people are not culturally embedded (AO1) to have the ability to choose their culture and so human nature is not so

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- Liberal and pluralist multiculturalism both believe that human nature is determined different conclusions based on this (AO1). Liberals suggest that this fact justifies recognition of different minority groups (AO2). Pluralists take this further and state that is key and dialogue between different groups will be beneficial to all (AO3).
- Bhikhu Parekh considers that cultures are embedded in people and so determine People's identity is closely linked to their culture in this case and this suggests a mature (AO2). Tariq Modood, however, does see people as having cultural identities it's important that people have a higher overall identity that they can aspire to, an fluid take on human nature and one that is not complete to termined by culture

Students must refer to at least two thinkers from the specific file. The consider both sides of the and do either, they cannot achieve more than 9 mc - 1.

Level	Mark	Information
No level	0	Answer incorrect or irrelevant to question.
		Little comprehension of the relevant political concepts is shown as well analysis and evaluation (AO1).
1	1–4	 Little comparative analysis is made of relevant political aspects with only rationalising that refers to similarities and/or differences, forming basic and ideas (AO2).
		• Little evaluation of political aspects is made, with just basic arguments a are mainly descriptive and result in a conclusion with little proof (AO3).
		Some comprehension of the relevant political concepts is shown with so to support the analysis and evaluation (AO1).
2	5–9	 Some comparative analysis is made of relevant political aspects with sor rationalising that refers to similarities and/or differences, forming some between concepts and ideas (AO2).
		Some appropriate evaluation of political appropriate evaluation evaluation of political appropriate evaluation evaluati
		Mainly correct company in the relevant political aspects is shown correctly to the analysis and evaluation (AO1).
3	10–14	omparative analysis is made of relevant political aspects w production of that refers to similarities and/or differences, forming mainly tween concepts and ideas (AO2).
		Mainly appropriate evaluation of political aspects is made, with good arg mainly made, many of which are justified and result in reasonably decen
		Correct comprehension of the relevant political aspects is shown and is the analysis and evaluation (AO1).
4	15–19	Constant comparative analysis is made of relevant political aspects with rationalising that refers to similarities and differences, forming appropri concepts and ideas (AO2).
		Largely appropriate evaluation of political aspects is made, with good arg largely made, which are largely justified and result in largely strong conclusions.
		Full comprehension of the relevant political aspects is shown and is very the analysis and evaluation (AO1).
5	20–24	• Sharp comparative analysis is made of reference political aspects with ver logical rationalising that for personal and solid links between conce
	_	Completely appropriate by Justion of political aspects is made, with very judgement of the continually justified and result in complete conclusion.



- (a) Ways in which internationalism is not contradictory to nationalism:
 - Internationalism is the idea that there should be cooperation and unity boundaries (AO1). This is something that is compatible with liberal natice cooperation between nations to be desirable (AO2). Liberal nationalism way to group people but does not see this as the ing that these group contradictory to internationalism (AC3).
 - Liberal internationalism is complement in nationalism (AO1). This is be should be divided it is a cates, like nationalism does, especially like (AO2). Liberal contradict nationalism but it's more attacked in a categories attacked in the categories (AO3).

divisions (AO1). However, he also believed that people should for divisions (AO1). However, he also believed that once this was done, the together and be able to promote peace (AO2). Therefore, international sought cooperation between nations once nation states were established.

Ways in which internationalism is contradictory to nationalism:

- Expansionist nationalism is all about self-sufficiency and a belief in a hier Therefore, it puts its nation first and is willing to promote its own interest nations (AO2). Therefore, internationalism is very contradictory to this expansionists do not allow for cooperation between nations (AO3).
- Socialist internationalism is incompatible with nationalism (AO1). This
 are not a good or useful way to divide humanity; class identity is considered.

 (AO2). Therefore, this is incompatible with nationalism because nationalism best way to divide people (AO3).
- Charles Maurras was a nationalist who believe that people should focus (AO1). This means that the nation is the properties of a conflict of interest (AO2), compatible with interest (AO2) and as he does not advocate cooperation instead (AO2).

s r. Lat refer to at least two thinkers from the specification and consideration to do either, they cannot achieve more than 9 marks.

- 7 (b) Ways in which all nationalists subscribe to culturalism:
 - Expansionist nationalists have a strong focus on culture as being part of for them could be a strong tie to a mythical version of the nation's past glory in the present (AO2). Culturalism refers to the idea that culture is and so this branch of nationalism strongly subscribes to this idea (AO3)
 - Conservative nationalists also place a strong focus on culture (AO1). The links between people and this accounts for the similarities that make people (AO2). Therefore, they believe in culturalism as they consider culture to nationalism (AO3).
 - Johann Gottfried von Herder considered that each nation had a unique so (AO1). This spirit was formed from its folklore, tradition, and values, essential to the identity of that nation (AO2). Therefore, this is a strong fold defining aspect of a nation and the element of the identity of the strong fold of the identity of identity o

Ways in which all nationalists of nc pascribe to culturalism:

- Liberal national of craiger that culture is a part of what makes a national of the view of this culture; nationality for them is more stice a sammunity (AO2). Therefore, they do not fully subscribe to cultural elements of a nation in order as
- Some expansionist nationalists will be strong adherents of racialism (AC)
 relationship between race and nation and while it does not have to be
 limit cultural considerations of nations (AO2). If race is seen as a require
 someone who shares culture but not race will not be considered a men
 way expansionists do not fully subscribe to culturalism (AO3).

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Marcus Garvey considered that all blacks were part of an African nation (AO1). The does not necessarily take into account culture as it included African Americans as themselves, who would have developed different cultures (AO2). Therefore, his for places a much larger emphasis on racial considerations than cultural ones (AO3).

Students must refer to at least two thinkers from the specification and consider both side they fail to do either, they cannot achieve more than 9 marks.

Level	Mark	Information
No level	0	Answer incorrect or irrelevant to question.
1	1–4	 Little comprehension of the relevant rank all ancepts is shown as well analysis and evaluation (AO¹) Little comparative and any is placed of relevant political aspects with only rationalising and to similarities and/or differences, forming basic and it is a fine to similarities and with just basic arguments a green analysis descriptive and result in a conclusion with little proof (AO3).
2	5–9	 Some comprehension of the relevant political concepts is shown with so to support the analysis and evaluation (AO1). Some comparative analysis is made of relevant political aspects with sor rationalising that refers to similarities and/or differences, forming some between concepts and ideas (AO2).
		Some appropriate evaluation of political aspects is made, with good argusted sometimes made, a few of which are partly justified and result in general
3	10–14	 Mainly correct comprehension of the relevant political aspects is shown correctly to support the analysis and evaluation (AO1). Mainly good comparative analysis is made of relevant political aspects w rationalising that refers to similarities and/or differences, forming mainly between concepts and ideas (AO2). Mainly appropriate evaluation of political species is made, with good argumainly made, many of which arguing it is and result in reasonably decent
4	15–19	 Correct comprehens of the elevant political aspects is shown and is with analysis of the analysis is made of relevant political aspects with analysis of the anal
5	20–24	 Full comprehension of the relevant political aspects is shown and is very the analysis and evaluation (AO1). Sharp comparative analysis is made of relevant political aspects with ver logical rationalising that forms substantial and solid links between conce Completely appropriate evaluation of political aspects is made, with ver judgements that are continually justified and result in complete conclusions.





