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A-level  
**POLITICS**  
**7152/3**

Paper 3 Political ideas

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**Mark scheme**

June 2021

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Version: 1.2 Final



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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Levels of response mark scheme for 9-mark questions**

**0 1**

**Socialism**

Explain and analyse three ways in which socialist thinkers have viewed the role of the state.

**[9 marks]**

**0 2**

**Liberalism**

Explain and analyse three ways in which liberal thinkers have viewed human nature.

**[9 marks]**

**0 3**

**Conservatism**

Explain and analyse three ways in which conservative thinkers have viewed the role of the individual in society.

**[9 marks]**

**Target AO1: 6 marks, AO2: 3 marks**

Level	Marks	Descriptors
3	7–9	<ul style="list-style-type: none"> <li>detailed knowledge of relevant political concepts, institutions and processes is demonstrated and appropriate political vocabulary is used (AO1)</li> <li>thorough explanations and appropriate selection of accurate supporting examples demonstrates detailed understanding of relevant political concepts, institutions and processes (AO1)</li> <li>analysis of three clear points will be structured, clearly focused on the question and confidently developed in to a coherent answer (AO2).</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>generally sound knowledge of political concepts, institutions and processes is demonstrated and generally appropriate political vocabulary is used (AO1)</li> <li>some development of explanations and generally appropriate selection of supporting examples demonstrates generally accurate understanding of relevant political concepts, institutions and processes, though further detail may be required in places and some inaccuracies may be present (AO1)</li> <li>analysis will be developed in most places, though some points may be descriptive or in need of further development. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material (AO2).</li> </ul> <p>Students who only make two relevant points will be limited to this level.</p>
1	1–3	<ul style="list-style-type: none"> <li>limited knowledge of political concepts, institutions and processes is demonstrated and little or no appropriate political vocabulary is used (AO1)</li> <li>limited development of explanations and selection of supporting examples demonstrates limited understanding of relevant political concepts, institutions and processes, with further detail required and inaccuracies present throughout (AO1)</li> <li>analysis will take the form of description for the most part. Coherence and structure will be limited (AO2).</li> </ul> <p>Students who only make one relevant point will be limited to this level.</p>
0	0	<ul style="list-style-type: none"> <li>nothing worthy of credit.</li> </ul>

0	1
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**Socialism**

Explain and analyse three ways in which socialist thinkers have viewed the role of the state.

[9 marks]

**Indicative content**

In their explanations and analysis, students may be expected to cover areas such as the following:

- explanation and analysis of how all socialists advocate a significant role for the state, predominantly as a result of socialist criticisms of the free market and its inherent unfairness. Students may cite the work of fundamentalist socialists such as Marx or revisionist thinkers such as Crosland
- explanation and analysis of how revolutionary socialists have viewed liberal and capitalist states as oppressive and exploitative of the working class, and the need for revolution to overthrow the state and replace it with communism, a dictatorship of the proletariat, and widespread state ownership. Students may cite the work of either Marx or Luxemburg to develop their explanation
- explanation and analysis of how fundamentalist socialists expect the state to eventually wither away, this may be done in conjunction with, or part of, a broader explanation of Marx's historical materialism
- explanation and analysis of the social democratic and democratic socialist views of the state, Crosland's emphasis upon a welfare state and a mixed economy, Webb's support for the co-operative movement, and democratic transition away from capitalism
- explanation and analysis of more recent developments in socialism, in particular the policies of recent social democratic governments such as Labour between 1997–2010 and a more minimal intervention in the economy. Students may cite 'third way' thinkers such as Giddens to develop their explanation.

Students are required to consider only three ways in which socialists view the role of the state. If a student exceeds this number, reward only the best three. However, some may include relevant points not listed above and these should be credited. If a student gives only one or two examples, they will receive a maximum of three and six marks respectively.

0	2
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**Liberalism**

Explain and analyse three ways in which liberal thinkers have viewed human nature.

[9 marks]

**Indicative content**

In their explanations and analysis, students may be expected to cover areas such as the following;

- explanation and analysis of how all liberals believe that humans are fundamentally rational beings and are therefore capable of personal development through reason. Students may cite thinkers such as Green or Locke to develop their explanation
- explanation and analysis of how liberals place particular emphasis in the study of the individual when discussing human nature, and that humans are largely self-interested and self-reliant. Students may develop their explanation citing Locke's theory on natural rights or Mill's view as humans being self-regarding
- explanation and analysis of how modern liberals believe humans have a self-interested need for a more just society to allow all individuals to be given the opportunity to fully develop. Students may cite Rawls's Original Position and *Theory of Justice* to develop their explanations
- explanation and analysis of how liberals reject the belief in social hierarchies, and emphasise the equality of all humans. Students may cite the ideas of Wollstonecraft and her criticisms of aristocracy or Friedans's theories on equal rights and the feminist movement.

Students are required to consider only three ways in which liberal thinkers view human nature. If a student exceeds this number, reward only the best three. However, some may include relevant points not listed above and these should be credited. If a student gives only one or two examples they will receive a maximum of three and six marks respectively.

0	3
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**Conservatism**

Explain and analyse three ways in which conservative thinkers have viewed the role of the individual in society.

**[9 marks]**

**Indicative content**

In their explanations and analysis, students may be expected to cover areas such as the following:

- explanation and analysis of how conservative thinkers have viewed the individual in society. The argument that there are natural differences between individuals and that therefore inequality is natural outcome of this. Students may cite either the work of traditional conservative thinkers or new-right thinkers to illustrate their point
- explanation and analysis of how traditional conservative thinkers have emphasised society as organic in nature changing incrementally and that individuals have a responsibility to one another within it. Students may cite the work of Burke in their explanations
- explanation and analysis of how thinkers from the new right have an atomised view of society, emphasizing the primacy of the individual and their rights, particularly with regards to property. Students may cite work of either Nozick or Rand in their explanations
- explanation and analysis of the significance of human nature and imperfection and the need to limit the freedom of individuals in society. Explanations could be from either of both a traditional or new right perspective.

Students are required to consider only three ways in which conservative thinkers have viewed the individual in society. If a student exceeds this number, reward only the best three. However, some may include relevant points not listed above and these should be credited. If a student gives only one or two examples, they will receive a maximum of three and six marks respectively.

**Levels of response mark scheme for 25-mark extract-based essay****0 4**

Analyse, evaluate and compare the arguments made in the above extracts on the nature of liberalism in society. In your answer you should refer to the thinkers that you have studied.

**[25 marks]****Target AO1: 5 marks, AO2: 10 marks, AO3: 10 marks**

<b>Level</b>	<b>Marks</b>	<b>Descriptors</b>
<b>5</b>	21–25	<ul style="list-style-type: none"> <li>• Detailed and accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the issue under discussion (AO1).</li> <li>• Analysis of the extract is balanced and confidently developed (AO2).</li> <li>• Comparisons are well explained, are focussed on the question and fully supported with relevant and developed examples (AO2).</li> <li>• Evaluation of the above leads to well substantiated conclusions that are consistent with the preceding discussion (AO3).</li> <li>• Relevant perspectives and/or the status of the extract are successfully evaluated in the process of constructing arguments (AO3).</li> <li>• The answer is well organised, coherent and has a sustained analytical focus on the question (AO2).</li> </ul>
<b>4</b>	16–20	<ul style="list-style-type: none"> <li>• Accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the issue under discussion, though further detail may be required in places (AO1).</li> <li>• Analysis of the extract is balanced and developed, though some elements of the analysis could be expanded and/or developed further (AO2).</li> <li>• Comparisons are relevant to the questions as set, and supported with examples (AO2).</li> <li>• Evaluation leads to conclusions that show some substantiation and consistent with the preceding discussion (AO3).</li> <li>• Relevant perspectives and/or the status of the extract are evaluated in constructing arguments, although in some places there could be further development (AO3).</li> <li>• The answer is well organised, analytical in style and is focused on the question as set.</li> </ul>
<b>3</b>	11–15	<ul style="list-style-type: none"> <li>• Generally sound knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though inaccuracies will be present (AO1).</li> <li>• Analytical points relating to the extract are made and developed in places, showing some balance, though some points are descriptive rather than analytical (AO2).</li> <li>• Comparisons are made and may be supported by examples (AO2).</li> <li>• Evaluation leads to conclusions that are consistent with the preceding discussion, but that lack substantiation (AO3).</li> <li>• Relevant perspectives and/or the status of the extract are commented on in constructing arguments, though evaluation is lacking depth (AO3).</li> <li>• The answer is organised, occasionally analytical and focused on the question as set (AO2).</li> </ul>

<b>2</b>	6–10	<ul style="list-style-type: none"> <li>• Some knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though these contain inaccuracies and irrelevant material (AO1).</li> <li>• Analysis of the extract takes the form of description in most places, with some attempt at balance, though many points are unsupported assertions (AO2).</li> <li>• Comparisons tend to be limited and unsupported by examples (AO2).</li> <li>• Some attempt to draw conclusions is made, but these lack depth and clear development from the preceding discussion (AO3).</li> <li>• Relevant perspectives are identified and some awareness of the status of the extract is shown in the process of constructing arguments, though evaluation will be superficial (AO3).</li> <li>• The answer shows some organisation and makes some attempt to address the question (AO2).</li> </ul>
<b>1</b>	1–5	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of relevant political concepts, institutions and processes, with inaccuracies and irrelevant material present throughout (AO1).</li> <li>• Analysis of the extract takes the form of description and assertion, with little or no attempt made at balance (AO2).</li> <li>• Comparisons tend to be superficial and undeveloped (AO2).</li> <li>• Conclusions, when offered, are asserted and have an implicit relationship to the preceding discussion (AO3).</li> <li>• Little or no evaluation of relevant perspectives and the status of the extract is present (AO3).</li> <li>• The answer shows little organisation and does not address the question (AO2).</li> </ul>
<b>0</b>	0	<ul style="list-style-type: none"> <li>• Nothing worthy of credit.</li> </ul>

0 4

Analyse, evaluate and compare the arguments made in the above extracts on the nature of liberalism in society. In your answer you should refer to the thinkers that you have studied.

**[25 marks]****Indicative content**

In the analysis and evaluation of the significance of society within liberalism as made in the extract(s), students should be expected to cover areas such as the following:

- analysis and evaluation of the importance of government by consent and a social contract to liberal thinkers
- comparison of how both Locke and Rawls decide how citizens will give their consent to the existence of the state. For Locke it is the idea of tacit or explicit consent when he suggests 'legitimate government is instituted by the consent of those governed.' Students may analyse and evaluate Locke's reluctance to endorse direct democracy and refer to his ideas of representative democracy. For Rawls students may consider the original position 'an imaginary situation in which each real citizen has a representative, and all of these representatives come to an agreement on which principles of justice should order the political institutions of the real citizens.' Students may analyse and evaluate this further by considering the 'veil of ignorance' and its significance
- comparison of what both Locke and Rawls consider to be nature of the social contract. For Locke students may cite 'Those who make this agreement transfer to the government their right of executing the law of nature and judging their own case.' Students may analyse and evaluate this further by discussing how citizens will rationally believe their natural rights and freedoms are best protected by a state. For Rawls students may cite 'As part of the original position citizens will consent to the laws that regulate property, contract, taxation, inheritance, hiring and minimum wages, and so on.' Students may go on to analyse that citizens and their representatives in Rawls's theory will conclude that social justice is achieved by covering a significantly wider set of rights and entitlements
- comparison of the nature of the state and its purpose between Locke and Rawls. For Locke students may cite 'supporters of classical liberalism read this as stating that governments exist only to protect people from infringements on their rights.' Students may analyse and evaluate this further by discussing the natural rights of liberty and property and the conclusion that this will lead to a minimal state. For Rawls students may cite 'a set of institutions for education, production, and distribution whose operation will ensure fair equality of opportunity over time.' Students may further analyse and evaluate this by suggesting modern liberals advocate an enlarged state to enable positive rights requiring progressive taxation and redistribution of wealth.
- the analysis and evaluation of any political information is affected by:
  - who the author is – that Stanford university is a reputable academic institution?
  - the type of publication – an academic journal
  - the overt or implicit purpose of the author – to inform, and educate the reader
  - the relevance of the extracts to a political issue or concern, and how representative the extracts are of a viewpoint. Students will be expected to address some of these factors in their analysis and evaluation of the extracts.

In relation to the extracts for this question, reference should be made to the Stanford Encyclopaedia of Philosophy being from a reputable academic institution that would therefore have a vested interest in ensuring that its entries were well researched and accurate by suitably qualified academic staff to inform readers. Students may also consider the context in which both Locke and Rawls wrote their theories and how this may have affected them.

Students are required to analyse and evaluate the arguments presented in the articles. Students who identify which arguments support which of the different views may be awarded marks for analysis (AO2). To gain marks for evaluation (AO3) students must assess the relative strengths of the differing arguments.

The analysis and evaluation must clearly focus on the arguments presented in the articles. Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what views students reach. However, their position must be supported by their arguments and examples.

Students who fail to focus their discussion on the arguments in the articles, however complete their answer may otherwise be, cannot achieve above Level 2.

**Levels of response mark scheme for 25-mark extract-based essay**

0	5
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**Nationalism**

'Nationalism is an ideology based on emotion and instinct rather than rational thought.' Analyse and evaluate this statement with reference to the nationalist thinkers that you have studied.

[25 marks]

0	6
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**Feminism**

'Feminism should concern itself with the public rather than the personal realm.' Analyse and evaluate this statement with reference to the feminist thinkers that you have studied.

[25 marks]

0	7
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**Multiculturalism**

'Members of society must have a shared set of values for multiculturalism to be successful.' Analyse and evaluate this statement with reference to the multiculturalist thinkers that you have studied.

[25 marks]

0	8
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**Anarchism**

'The main goal of anarchism is to free the individual from the power of the state.' Analyse and evaluate this statement with reference to the anarchist thinkers that you have studied.

[25 marks]

0	9
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**Ecologism**

'Capitalism is incompatible with ecologism.' Analyse and evaluate this statement with reference to the ecologist thinkers that you have studied.

[25 marks]

**Target AO1: 5 marks, AO2: 10 marks, AO3: 10 marks**

Level	Marks	Descriptors
5	21–25	<ul style="list-style-type: none"> <li>Detailed and accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the issue under discussion (AO1).</li> <li>Analysis is balanced and confidently developed. (AO2).</li> <li>Synoptic links are well explained, are focussed on the question and fully supported with relevant and developed examples (AO2).</li> <li>Evaluation of the above leads to well substantiated conclusions that are consistent with the preceding discussion. (AO3).</li> <li>Relevant perspectives are successfully evaluated in the process of constructing arguments (AO3).</li> <li>The answer is well organised, coherent and has a sustained analytical focus on the question (AO2).</li> </ul>
4	16–20	<ul style="list-style-type: none"> <li>Accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the issue under discussion, though further detail may be required in places (AO1).</li> <li>Analysis is balanced developed, though some elements of the analysis could be expanded and/or developed further (AO2).</li> <li>Synoptic links are relevant to the questions as set, and supported with examples. (AO2).</li> <li>Evaluation of the above leads to conclusions that show some substantiation and consistent with the preceding discussion (AO3).</li> <li>Relevant perspectives are evaluated in the process of constructing arguments, although in some places there could be further development of the evaluation (AO3).</li> <li>The answer is well organised, analytical in style and is focused on the question as set (AO2).</li> </ul>
3	11–15	<ul style="list-style-type: none"> <li>Generally sound knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though inaccuracies will be present (AO1).</li> <li>Analytical points are made and developed in places, showing some balance, though some points are descriptive rather than analytical (AO2).</li> <li>Synoptic links will be made, may be supported by examples, though explanation will lack depth (AO2).</li> <li>Evaluation of the above leads to conclusions that are consistent with the preceding discussion, but that lack substantiation (AO3).</li> <li>Relevant perspectives are commented on in the process of constructing arguments, though evaluation is lacking depth. (AO3).</li> <li>The answer is organised, occasionally analytical and focused on the question as set (AO2).</li> </ul>
2	6–10	<ul style="list-style-type: none"> <li>Some knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though these contain inaccuracies and irrelevant material (AO1).</li> <li>Analysis takes the form of description in most places, with some attempt at balance, though many points are unsupported assertions (AO2).</li> <li>Synoptic links tend to be limited and undeveloped. (AO2).</li> <li>Some attempt to draw conclusions is made, but these lack depth and clear development from the preceding discussion (AO3).</li> </ul>

		<ul style="list-style-type: none"> <li>• Relevant perspectives are identified, though evaluation will be superficial (AO3).</li> <li>• The answer shows some organisation and makes some attempt to address the question (AO2).</li> </ul>
<b>1</b>	1–5	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of relevant political concepts, institutions and processes, with inaccuracies and irrelevant material present throughout (AO1).</li> <li>• Analysis takes the form of description and assertion, with little or no attempt made at balance (AO2).</li> <li>• Few if any synoptic links are offered (AO2).</li> <li>• Conclusions, when offered, are asserted and have an implicit relationship to the preceding discussion (AO3).</li> <li>• Little or no evaluation of relevant perspectives is present (AO3).</li> <li>• The answer shows little organisation and does not address the question (AO2).</li> </ul>
<b>0</b>	0	<ul style="list-style-type: none"> <li>• Nothing worthy of credit.</li> </ul>

0	5
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**Nationalism**

'Nationalism is an ideology based on emotion and instinct rather than rational thought.'  
Analyse and evaluate this statement with reference to the nationalist thinkers that you have studied.

[25 marks]

**Indicative content**

In the analysis and evaluation of the statement, students may be expected to cover areas such as the following:

- analysis of how nationalism can be argued to have a notion of the general will of a people. Students may refer to Rousseau's theory of the social contract as the logical basis for a nation state
- analysis of how state nationalism is often identified with a national culture and spirit. Students may refer to Von Herder's work on national culture and his advocacy of patriotism in opposition to enlightenment thought of the 18<sup>th</sup> century
- analysis of the extent to which nationalism is defined by opposition to groups that are perceived as contrary to the culture of a nation. Students may refer to the work of Maurras, and his anti-protestant, Jewish, freemason and foreigner views. Students may extend this logic further to suggest that some strands of nationalism assume, arguably based in emotion, that one nationality is superior to another
- analysis of the extent to which self-government by a nation state is a logical conclusion of the need for individuals to sublimate themselves to a government. Students may consider the work of Mazzini in their analysis of this point
- analysis of the extent to which a nation can be based on a set of ideals, rational principles such as economic self-interest in free trade and peaceful co-existence. Again, students may refer to the work of Mazzini in their analysis
- evaluation of the extent to which nationalism is considered an emotional ideology or a rational one. Students may either agree or disagree with the proposition. Students may also consider that not all nationalisms should be considered in the same way with some having liberal traditions based on enlightenment thought and others more expansionist views alleging the superiority of one nationality over another.

Students who make no reference to thinkers must not be rewarded marks above Level 2.

Synoptic links may be found in areas such as democracy, electoral behaviour, media, party policies and programmes, and political agenda. Any response that does not include synoptic points cannot achieve above Level 4.

Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what views students reach. However, their position must be supported by their arguments and examples.

0	6
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**Feminism**

'Feminism should concern itself with the public rather than the personal realm.' Analyse and evaluate this statement with reference to the feminist thinkers that you have studied.

**[25 marks]**

**Indicative content**

In the analysis and evaluation of the statement, students may be expected to cover areas such as the following:

- analysis of how some liberal feminists will emphasise the importance of gender inequality in issues such as female emancipation. Logically liberal feminists will therefore advocate equality of treatment in legal terms, emphasising the importance of foundational equality
- analysis of how radical feminists emphasise the significance of patriarchy as a central aspect in the organisation of society. Students may further explain the nature of the roles that men and women have undertaken (the public man and private woman), logically leading to inequality between the genders. Students may refer to the work of Millet in their answers when developing this point
- analysis of how radical feminists have suggested that in a patriarchal society masculinity is considered a positive norm that should be aspired to and inherently superior to feminine characteristics. Students may refer to work of Simone de Beauvoir in their answers
- analysis of feminism and how feminism should be viewed not only by gender but also by class and ethnicity, and that all personal interactions should be considered. Students may refer to the work and ideas of bell hooks in developing their answers
- analysis of concepts such as androgyny and sisterhood and intersectionality alongside various feminist perspectives
- evaluation of the extent to which both liberal and radical feminism concentrate purely on the public sphere. Students may also reflect on how the debate has shifted over time from legal entitlements of women towards their general status society.

Students who make no reference to thinkers must not be rewarded marks above Level 2.

Synoptic links may be found in areas such as democracy, interest groups, media, party policies and programmes, liberalism, socialism and conservatism. Any response that does not include synoptic points cannot achieve above Level 4.

Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points, and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what views students reach. However, their position must be supported by their arguments and examples.

0 7

**Multiculturalism**

'Members of society must have a shared set of values for multiculturalism to be successful.' Analyse and evaluate this statement with reference to the multiculturalist thinkers that you have studied.

**[25 marks]****Indicative content**

In the analysis and evaluation of the statement, students may be expected to cover areas such as the following:

- analysis of the view that multiculturalism seeks to promote a positive view of different cultures and diversity. Analysis and evaluation of the extent that tolerance and acceptance of different values has been successfully achieved in modern society
- analysis of how conservative and one-nation multiculturalist thinkers have viewed diversity and minority rights and the extent to which laws may be used to uphold multicultural values (such as the Equality Act of 2010). Students may refer to the work of Tariq Modood and his ideas of 'unity through diversity' in their explanations
- analysis of liberal multiculturalism. Analysis of the argument that cultural diversity must be compatible with tolerance and personal autonomy. In developing their answers students may refer to the work of Isaiah Berlin and the 'absolutes' he believed that were common to all cultures and the concept of essentialism
- analysis of the argument that identity is defined as a set of values and that the individual uses these to make choices in their life that aide their self-development
- analysis of multiculturalism as stated by Charles Taylor and the criticisms he made of liberal society. His argument that identity and human nature were specific to the individual and their circumstances rather than individual and so the need for the state to recognise the differing identities of individuals and practice the politics of recognition. Development may include analysis and evaluation of the argument that this should lead to differentiated rights as advocated by Kymlica being recognised by state, and the extent to which this is incompatible with a shared set of values across society
- analysis of 'deep' or 'pluralist' multiculturalism and the concept of value pluralism. The argument that liberalism does not have moral superiority over other ideas, that individuals are culturally embedded and assimilation of migrants into the dominant culture of a modern society is intolerant and undesirable. Explanations of this may be developed by the ideas of Bhiku Parekh
- evaluation of the above points. Consideration of the extent to which recognition and protection of some cultures means that they will reject the core values of the majority in society and the idea that tolerance and recognition of different cultures allows for community cohesion.

Students who make no reference to thinkers must not be rewarded marks above Level 2.

Synoptic links may be found in areas such as democracy, liberalism, conservatism, interest groups, the constitution, party policies and programmes, and political agenda. Any response that does not include synoptic points cannot achieve above Level 4.

Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what views students reach. However, their position must be supported by their arguments and examples.

0	8
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**Anarchism**

'The main goal of anarchism is to free the individual from the power of the state.'  
Analyse and evaluate this statement with reference to the anarchist thinkers that you have studied.

[25 marks]

**Indicative content**

In the analysis and evaluation of the statement, students may be expected to cover areas such as the following:

- analysis of how all anarchists ultimately view the state as undesirable
- analysis of individualist anarchism. Analysis of the argument that rational and egotistical individuals should not be subject to the coercion of the state. Students may refer to the work of Stirner in developing their answers, analysing his argument that the state is in 'deadly hostility' to the rights of the individual
- analysis of how individualists have criticised the economic systems that states have supported, either using private or collective ownership, as based on exclusive use to undermine the freedom of the individual and the creation of communes to eliminate inequality and improve the human condition. Students may refer to the ideas of Kropotkin to develop their explanations
- analysis of the argument that the state is unnecessarily coercive and that an ordered society is likely to emerge as humans are innately co-operative and hard working. Therefore, the aim of anarchism is to allow humans to live in an ordered society as they are naturally inclined to follow the laws of nature. Students may refer to the ideas of Bakunin in developing their arguments
- analysis of anarchist criticisms of the liberal state, including a critique of the concept of government by consent and universal suffrage. Students may develop their arguments in different ways; by suggesting that humans cannot give up freedom that is theirs by right, that democracy (including direct democracy) can subvert the needs of the collective by the self-interested action of voting, or that in any system that promotes capitalism the freedom of the individual is inevitably limited by those who dominate political power as a result of their domination of economic power
- analysis of the extent to which the state will support social structures that limit the freedom of groups of people in society. Consideration of the argument that the state has been a tool of patriarchal and religious oppression. Students may refer to the work of Emma Goldman in developing their arguments
- Evaluation of the extent to which ultimately the purpose of overthrowing the state is to liberate individuals or to allow humans to coexist socially in a less coercive way. Students may also consider the extent to which communes or mutual societies make individuals freer than they would be in a nation state.

Students who make no reference to thinkers must not be rewarded marks above Level 2.

Synoptic links may be found in areas such as democracy, electoral behaviour, interest groups, media, party policies and programmes, and political agenda. Any response that does not include synoptic points cannot achieve above Level 4.

Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what views students reach. However, their position must be supported by their arguments and examples.

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**Ecologism**

'Capitalism is incompatible with ecologism.' Analyse and evaluate this statement with reference to the ecologist thinkers that you have studied.

[25 marks]

**Indicative content**

In the analysis and evaluation of the statement, students may be expected to cover areas such as the following:

- analysis of the concept of entropy (environmental decline) and how all ecologist thinkers view capitalism with suspicion. The argument that resources are finite and capitalism's need for continued economic growth for ever larger profit necessarily means that unchecked it will have negative environmental impacts. Students may refer to the work of Rachel Carson and her analysis of capitalism in the *Silent Spring* in their explanations
- analysis of the concept of light anthropocentrism. Consideration of the light green ecologist concept of sustainable human development and economic growth. The requirement for free markets to be regulated to prevent excessive and damaging economic activity though not necessarily to the exclusion of private enterprise. Students may refer to the work of Schumacher in their explanations
- analysis of the concept of ecocentrism. The deep green view that the impact on the planet and its ecosystems should be the prime consideration, the argument that capitalism with its profit motive therefore runs contrary to this
- analysis of the Gaia hypothesis and the extent to which human activity not just capitalism is a threat to the ecological balance of the Earth. Students may refer to the work of James Lovelock in their explanations
- an evaluation of the compatibility with ecologism to capitalism. For instance, light greens advocate an accommodation with capitalism and liberal democracy. Dark greens however set a much more demanding way of life requires the subordination of private enterprise to ecological considerations.

Students who make no reference to thinkers must not be rewarded marks above level 2.

Synoptic links may be found in areas such as democracy, electoral behaviour, interest groups, party policies and programmes, the political agenda, liberalism and conservatism. Any response that does not include synoptic points cannot achieve above level 4.

Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what views students reach. However, their position must be supported by their arguments and examples.