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

Paper 3 Political ideas

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**Mark scheme**

June 2023

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Version: 1.0 Final



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.

## Section A

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

**0 | 1**     **Socialism**

Explain and analyse three ways in which socialist thinkers view the concept of class. **[9 marks]**

**0 | 2**     **Liberalism**

Explain and analyse three ways in which liberal thinkers view the economy. **[9 marks]**

**0 | 3**     **Conservatism**

Explain and analyse three ways in which conservative thinkers view authority. **[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 demonstrate detailed understanding of relevant political concepts, institutions and processes (AO1).</li> <li>Analysis of three clear points is 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 demonstrate 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 is developed in most places, though some points may be descriptive or in need of further development. Answers, for the most part, are 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 demonstrate limited understanding of relevant political concepts, institutions and processes, with further detail required and inaccuracies present throughout (AO1).</li> <li>Analysis takes the form of description for the most part. Coherence and structure are 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>
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0	1
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**Socialism**

Explain and analyse three ways in which socialist thinkers view the concept of class.

**[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 argue that capitalism inevitably creates inequality in society and that therefore differences between classes is a defining characteristic of socialist political theory
- explanation and analysis of how revolutionary socialists have viewed the existence of different classes as divisive, exploitative and inevitable in capitalist society. Students may develop their answers by using terms such as the means of production, bourgeoisie and proletariat. Students may refer to the work of thinkers such as Marx
- explanation and analysis of the view of democratic socialists on class. Consideration of the idea that the proletariat will rationally choose socialist reforms to eliminate class differences at elections as the benefits of socialist policies become clear to the majority. Students may refer to the work of thinkers such as Webb in their answers
- explanation and analysis of how revisionists view class as being a source of inequality, which should be tackled by redistribution of wealth within a mixed economy. Students may refer to the work of thinkers such as Crosland to develop their explanations
- explanation and analysis of the revisionist criticisms of Marxist analysis of class; that the dichotomy between proletariat and bourgeoisie is too simplistic in modern societies and that the capacity of individuals to move between classes is understated if capitalism is well managed and regulated, with a strong public sector. Students may refer to the work of Crosland and/or Giddens in their answers.

Students are required to consider only three ways socialists view class. 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 view the economy.

**[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 emphasise individual liberty and therefore advocate capitalism in varying forms as an economic system
- explanation and analysis of how classical liberals advocate a minimal, or nightwatchman, state. Students may develop their argument by suggesting that they view private property as a natural right and that individual freedom is generally limited by the state, and so taxation should be kept to the lowest possible levels. Students may refer to the work of Locke in their answers
- explanation and analysis of how 19th century liberals argued that the industrial revolution meant that capitalism limited individual liberty. Students may develop their analysis further by referring to the work of T.H. Green in advocating the expansion of education at the taxpayers' expense, therefore expanding the role of national and local government in the economy
- explanation and analysis of how modern liberals argue that maximising individual liberty entails an enabling state and therefore much greater state intervention in the economy. Students may develop their explanations further by citing the concept of “positive liberty” and policies such as universal healthcare, the expansion of certain welfare benefits such as the state pension and social housing as well as progressive taxation to fund these initiatives. Students may refer to the work of Rawls and/or Friedan in their answers.

Students are required to consider only three ways in which liberal thinkers view the economy. 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 view authority.

**[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 emphasise the need for order in society and therefore are typically supportive of well-funded law enforcement and military forces as sources of authority. Students may develop this further by suggesting that they view order as a necessary pre-condition to liberty, and that therefore the primary role of the state is to create order and respect for authority
- explanation and analysis of how traditional conservative thinkers have a gloomy or pessimistic view of human nature and that therefore authority, and respect for the institutions that claim to use it, is essential for a stable society. Students may refer to the work of thinkers such as Hobbes in their answers
- explanation and analysis of how traditional conservative thinkers see authority being related to longevity and tradition. Students may develop their explanation by suggesting that institutions that have survived a long time have done so as a result of their success and that they draw legitimacy from this. Therefore conservatives are instinctively against radical change and advocate the preservation and gradual reform of institutions such as the monarchy and established church. Students may refer to Burke or Oakeshott
- explanation and analysis of how new-right thinkers are sceptical of authority because of their individualist ideals. Students may expand their explanations by suggesting the authority of the state exists only to preserve individual rights such as property, and that radical reform of that state may be required to achieve this. Students may cite the work of Nozick and/or Rand in their explanations.

Students are required to consider only three ways in which conservative thinkers view authority. 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.

## Section B

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

0	4
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Analyse, evaluate and compare the arguments made in the above extracts about freedom and its limitations. 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

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 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>
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 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 (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 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>

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 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>
1	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>
0	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 about freedom and its limitations. 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 freedom as made in the extract(s), students should be expected to cover areas such as the following:

- analysis and evaluation of the importance of individual liberty to all liberals and the extent to which it is affected by the state
- comparison of how the both Mill and Friedan emphasise the need for individual liberty to be maximised. For Mill it is the absence of constraints on individual action “The only freedom which deserves the name is that of pursuing our own good in our own way.” Students may analyse and evaluate Mill’s individualism as advocating negative liberty. For Friedan students may refer to how long standing social attitudes and prejudices have impacted individual freedom. “There is no denying that there has been and is still discrimination on the basis of gender and of race.” Students may analyse and evaluate this further by considering Friedan’s views in *The Feminist Mystique* and how women in particular have been infantilised by the expectation that they would undertake domestic and child rearing roles, and advocated for positive freedoms as a result
- comparison of what both Mill and Friedan consider to be the extent to which the state should intervene to limit personal freedom. For Mill, students may cite “so long as we do not attempt to deprive others of theirs, or impede their efforts to obtain it.” Students may analyse and evaluate this further by the “harm principle” and how there should be a minimal or night-watchmen state to enforce this. For Friedan students may cite, “You can’t solve this problem without addressing the economic issues, and the same is true with gender.” Students may go on to analyse whether the state needs to enable the freedom of individuals by the creation of an enabling state that intervenes in the economy to minimise poverty
- comparison of the extent to which the state should regulate individual behavior. For Mill, “Mankind are greater gainers by suffering each other to live as seems good to themselves, than by compelling each to live as seems good to the rest.” Students may analyse and evaluate this by suggesting that restrictions on individuals’ free speech and actions should be minimal and that Mill’s definition of “harm” to others is very limited. For Friedan students may cite “There’s no question that the black middle class has benefited greatly by the civil rights movement. Students may analyse this further by suggesting that Friedan was an advocate of the state legislating to defend Black Americans and particularly women from discrimination
- analysis and evaluation of thinkers other than Mill and Friedan may be credited where the ideas discussed are clearly focused on the extracts, and the arguments within them.

The analysis and evaluation of any political information is affected by:

- who the author is – Both Mill and Friedan are well known and influential political thinkers
- the type of publication – *On Liberty* is a political essay and the interviews with Friedan which were organized to obtain her views on recent political developments
- the overt or implicit purpose of the author – to inform, educate and persuade 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, students may also consider the context in which both Mill and Friedan formed their theories and how this may have affected them. Mill wrote *On Liberty* 1859 at the height of the industrial revolution and at a time when the Church of England exerted considerable influence on the moral and political debate about freedom. Friedan was most prominent in the late 20th Century, as European and North American countries de-industrialised and there was growing consciousness of the impact of gender and ethnicity on the life chances of people.

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 extracts. 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.

## Section C

### Levels of response mark scheme for 25-mark essay

0	5
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**Nationalism**

‘Nationalism is incompatible with the concept of equality between all people.’ Analyse and evaluate this statement with reference to the nationalist thinkers that you have studied.

[25 marks]

0	6
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**Feminism**

‘Legal equality is the main aim of feminism.’ Analyse and evaluate this statement with reference to the feminist thinkers that you have studied.

[25 marks]

0	7
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**Multiculturalism**

‘Multiculturalism can only succeed with the acceptance of liberal democratic ideas.’ 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 abolition of capitalism is as important as the removal 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**

‘Nature should be preserved, irrespective of the cost to humans.’ 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 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 with 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 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, though explanation will lack depth (AO2).</li> <li>Evaluation 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 lacks 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 there is no clear development from the preceding discussion (AO3).</li> <li>• Relevant perspectives are identified, though evaluation is superficial (AO3).</li> <li>• The answer shows some organisation and makes some attempt to address the question (AO2).</li> </ul>
1	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>
0	0	<ul style="list-style-type: none"> <li>• Nothing worthy of credit</li> </ul>

**0 5****Nationalism**

‘Nationalism is incompatible with the concept of equality between all people.’ 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 and evaluation of the meaning of the term equality in legal, social and economic terms
- analysis and evaluation of how state cultural nationalism advocates for the primacy of a country's particular culture and ideals. Students may develop this argument by suggesting that nationalists have done this by discriminating against those of different ethnicities and languages in order to promote a national culture. Students may cite the work of Von Herder in their answers
- analysis and evaluation of the extent which nationalism can also be defined as the defence of a nation against “degenerative” influences. Students may cite that conservative nationalists can be described as being “nativist” in their approach and that this has led to discrimination such as antisemitism and other forms of religious discrimination, as well as discrimination against immigrants and prioritising a collective identity over individual rights. Students may cite the work Maurras in their answers
- analysis and evaluation of the extent to which liberal nationalism argues for reform of the state that brings about greater equality. Students may develop their arguments by explaining concepts such as the general will and the need for consent of the governed in a nation state, and the legal equality this implies. Students may refer to the work of Rousseau in their answers
- analysis and evaluation of the extent to which a nationalism has explicitly sought to end inequity. Students may refer either to the nationalist movements of the 18th century in Europe or black nationalism movements in the 20th century
- analysis and evaluation of the extent to which nationalist movements were aimed at removing foreign and colonial oppression to establish equal rights for citizens. Students may refer to the work of Mazzini and/or Garvey in their answers
- analysis and evaluation of the extent to which nationalism is compatible with equality. Students may either agree or disagree with the proposition. Students may also consider that the purpose of nationalism has differed over time and in different contexts and that therefore approaches and attitudes to equality have varied considerably between nationalists.

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

Synoptic links may be found in areas such as democracy, electoral behaviour, the 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****Feminism**

‘Legal equality is the main aim of feminism.’ 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 and evaluation 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 and evaluation 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 Millett in their answers when developing this point
- analysis and evaluation 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, and the implication that the attitudes of society need reforming, not merely the legal status of women to achieve true equality. Students may refer to the work of Simone de Beauvoir in their answers
- analysis and evaluation of how feminism should be viewed not only by gender but also of 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 and evaluation of the importance of socio-economic inequality to feminists. Analysis of the extent to which economic equality will naturally follow from legal equality, or whether the state is required to actively promote economic equality with legislation and public spending, for example by guaranteeing maternity pay and rights in the work place. Students may refer to the work of Gilman, Rowbotham and/or de Beauvoir in their answers
- analysis and evaluation of concepts such as androgyny, sisterhood and intersectionality alongside various feminist perspectives
- analysis and evaluation of the extent to which both liberal and radical feminism consider legal equality as an end in itself or one of the means to greater equality more generally. Students may also reflect on how the debate has shifted over time from legal entitlements of women towards their general status in society.

Students who make no reference to thinkers must not be awarded 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**

‘Multiculturalism can only succeed with the acceptance of liberal democratic ideas.’  
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 and evaluation of the view that multiculturalism seeks to promote diversity and, at a minimum, tolerance of different cultures, and the extent that this is compatible with liberal multiculturalism
- analysis of and evaluation of liberal multiculturalism and the argument that cultural diversity is compatible with personal autonomy. Students may develop their answers further by analysing the extent to which multiculturalism therefore cannot exist without liberal ideas. 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 and evaluation of how one-nation multiculturalist thinkers have viewed diversity and minority rights and the extent to which laws may be used to achieve foundational equality and uphold multicultural values (such as the Equality Act of 2010). Students may develop their argument further by suggesting that this is a central idea of liberal multiculturalism, but not exclusive to it. Students may refer to the work of Tariq Modood and his ideas of “unity through diversity” in their explanations
- analysis and evaluation of multiculturalism as stated by Charles Taylor and the criticisms he made of liberalism. The need for the state to recognise the differing identities of individuals and practise the politics of recognition. Students may develop their argument further by analysing the extent to which true multiculturalism involves the recognition and acceptance of cultures that are illiberal in their nature
- analysis and evaluation of differentiated rights as advocated by Kymlicka being recognised by the state, and the extent to which this is incompatible with liberal ideals and the extent to which it challenges the principle of foundational equality
- analysis and evaluation of “deep” or “pluralist” multiculturalism and the concept of value pluralism: the argument that liberal multiculturalism 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 Bhikhu Parekh
- analysis and evaluation of the above points. Consideration of the extent to which recognition and protection of some cultures means that they will reject liberal values and the extent to which tolerance and recognition of different cultures and personal identities are prerequisites for community cohesion.

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

Synoptic links may be found in areas such as democracy, liberalism, 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****Anarchism**

‘The abolition of capitalism is as important as the removal 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 and evaluation of how all anarchists ultimately view the removal of the state as desirable
- analysis and evaluation of anarchism from an individualistic perspective. Analysis of the argument that egotistical and rational people will desire private property and view any kind of state as a coercive restriction on their personal and therefore economic freedom through a capitalist system. Students may refer to the work of Stirner in developing their answers, analysing his argument that the state is in “deadly hostility” to individual rights
- analysis and evaluation of how anarchists have criticised capitalism and the state's support of it. Students may develop their argument by analysing the suggestion that capitalism, and therefore private ownership, is based on the exclusive personal use of property which undermines the freedom of the individual, and is incompatible with the creation of communes to eliminate inequality and improve the human condition. Students may refer to the ideas of Kropotkin and/or Proudhon (“all property is theft”) to develop their explanations
- analysis and evaluation of the argument that the state is unnecessarily coercive, as it enforces property laws that are divisive and unnecessary. Students may develop the argument further by suggesting that anarchists believe that an ordered society is likely to emerge as humans are innately co-operative and hardworking and that capitalism is unlikely to be the economic system of choice once the state has been removed, as people are naturally inclined to follow the laws of nature. Students may refer to the ideas of Bakunin in developing their arguments
- analysis and evaluation of anarchist criticisms of the liberal state with its use of capitalism, including a critique of the concept of government by consent and universal suffrage. Students may develop their arguments by noting that some anarchists argue that any system that promotes capitalism limits individual freedom by those who dominate political power
- analysis and evaluation of the extent to which capitalism will support social attitudes that limit the freedom of groups of people in society. Consideration of the argument that the capitalist state has been a tool of oppression. Students may refer to the work of Emma Goldman in developing their arguments
- analysis and evaluation of the extent to which the purpose of overthrowing the state is to maximise personal freedoms, including property rights, or to allow humans to live in a more co-operative manner. Students may also consider the extent to which communes or mutual societies make individuals freer than under a capitalist system.

Students who make no reference to thinkers must not be awarded 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.

0 9

**Ecologism**

‘Nature should be preserved, irrespective of the cost to humans.’ 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 and evaluation of the extent to which all ecologists place considerable emphasis on the preservation of nature and expect this will require human behaviour to change
- analysis and evaluation of dark green views on the preservation of nature. Students may cite the work of Leopold and his theories of biocentrism and the view that preserving nature should be the primary goal of policy
- analysis and evaluation of the Gaia hypothesis and the maintenance of homeostasis on earth, and the extent to which humans are seen as a threat to nature. Students may cite the work of Carolyn Merchant and the argument that human needs should be considered after those of “mother nature.”
- analysis and evaluation of the argument that anthropocentric sustainable development is a way in which nature can be preserved whilst minimising economic cost, both in the short and long term, to humans. Students may cite the work of Carson in *Silent Spring*
- analysis and evaluation of other human-centred approaches or “light green” ecology. The suggestion that the cost to human beings is a consideration in making policy. This may include Ernst Schumacher’s support for Buddhist economics and use of appropriate technologies
- analysis and evaluation of the extent to which recent developments in ecologism reflect anthropocentrism such as COP26, deep-green groups in the animal rights movement and recent policies of green parties in the developed world
- analysis and evaluation of the extent to which the differences between ecologists are significant with regards to the level of sacrifice required by humans in order to preserve nature. Students may conclude ecologism must reject anthropocentrism, or that its main objective is to make human development and economic growth sustainable.

Students who make no reference to thinkers must not be awarded 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.