

A-level
POLITICS
7152/3

Paper 3 Political ideas

Mark scheme

June 2024

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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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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 free market.

[9 marks]

0 2 **Liberalism**

Explain and analyse three ways in which liberal thinkers view individual liberty.

[9 marks]

0 3 **Conservatism**

Explain and analyse three ways in which conservative thinkers view the role of the state.

[9 marks]

Target AO1: 6 marks, AO2: 3 marks

Level	Marks	Descriptors
3	7–9	- Detailed knowledge of relevant political concepts, institutions and processes is demonstrated and appropriate political vocabulary is used (AO1). - Thorough explanations and appropriate selection of accurate supporting examples demonstrate detailed understanding of relevant political concepts, institutions and processes (AO1). - Analysis of three clear points is structured, clearly focused on the question and confidently developed into a coherent answer (AO2).
2	4–6	- Generally sound knowledge of political concepts, institutions and processes is demonstrated and generally appropriate political vocabulary is used (AO1). - 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). - 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). Students who only make two relevant points will be limited to this level.

1	1–3	- Limited knowledge of political concepts, institutions and processes is demonstrated and little or no appropriate political vocabulary is used (AO1). - 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). - Analysis takes the form of description for the most part. Coherence and structure are limited (AO2). Students who only make one relevant point will be limited to this level.
0	0	Nothing worthy of credit.

0	1
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Socialism

Explain and analyse three ways in which socialist thinkers view the free market.

[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 view the free market as problematic due to inequality, exploitation, and the instability it causes. Students may refer to a range of thinkers
- explanation and analysis of the Marxist view of the free market. Students may develop their arguments by referring to concepts such as exploitation, surplus value, class conflict and means of production to explain a Marxist critique of capitalism and the need for it to be eradicated as an economic system. Students may refer to thinkers such as Luxemburg or Marx
- explanation and analysis of the social democrat view of the free market and the idea that capitalism is a system that should be moderated rather than eradicated. Students may develop their explanation by suggesting that social democrats who advocate a mixed economy in order to harness the potential of the free market to generate prosperity whilst also reducing economic inequality. For analysis, students may develop concepts (eg Keynesian economics, nationalisation, the welfare state, re-distributive taxation) and make reference to thinkers such as Crosland
- explanation and analysis of more recent socialist thinkers in the United Kingdom who advocate a “third way” towards the free market. Students may develop their explanation by noting that “New Labour” governments did not seek to reverse many market reforms and privatisations of the Thatcher and Major Conservative governments and that therefore the aim of government is to tax wealth generated by the free market. Students may refer to the work of thinkers such as Giddens.

Students are required to consider only three ways in which socialist thinkers view the free market. If a student exceeds this number reward only the best three. However, some may include relevant points not listed above and those 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 individual liberty.

[9 marks]**Indicative content**

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

- explanation and analysis of individual liberty being the primary goal of all liberals. Students may develop their answer by explaining “social contract” thinkers such as Locke or Rawls and concepts such as “natural rights”
- explanation and analysis of the concept of negative liberty, property and legal rights for the individual are central to the idea of liberty. Students may develop their arguments by explaining concepts such as the “harm principle” as advocated by J.S. Mill
- explanation and analysis of the concept of “positive liberty” and the argument that an “enabling state” is required to provide services such as education, health care and a welfare state in order for individuals to realise their potential or self-actualise. Students may refer to thinkers such as Friedan and T.H. Green to develop their explanations
- explanation and analysis of concepts that relate to individual liberty such as the enlightenment and how liberty is a rational desire of humans. The concept of foundational equality and the idea that all humans are born equal (“tabula rasa”) and that they should therefore be given the same rights in law. For analysis, responses may develop the concept of foundational equality, students may develop their answers by referring to the advancement of female liberty and the work of Wollstonecraft and Friedan.

Students are required to consider only three ways. 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 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 the argument that all conservatives are sceptical of the ability of government to solve societies' problems. Students may develop their arguments by suggesting that this is a by-product of conservatives' pessimistic view of human nature. That the state is only capable of aiming to improve the human condition where possible rather than perfect it. Students may refer to the work of thinkers such as Burke
- explanation and analysis of the importance of the state in maintaining order and respect for authority. Students may develop their answers further by suggesting that this is as a result of the need for humans to have hierarchy in society and that freedom can only exist in an orderly society where tradition and order is respected, as represented by institutions such as the established church and the monarchy. Students may refer to thinkers such as Hobbes in their answers
- explanation and analysis of the view of neo-conservatives that the role of the state should be minimal. Students may develop their arguments by suggesting that neo-conservatives emphasise the need for a night-watchman state to provide defence and security, in order to protect property rights. Students may refer to thinkers such as Rand and Nozick in their arguments
- explanation of the concept of pragmatism and the implications for the state for conservative thinkers. Explanations may include that many post-war European countries' pragmatism meant maintaining or developing welfare states and an enlarged role for governments economically. Students may refer to conservative movements such as Christian democracy in western Europe or one-nation conservatism in the UK. Students may refer to the work of thinkers such as Oakeshott in their answers.

Students are required to consider only three ways. If a student exceeds this number reward only the best three. However, some may include relevant points not listed above and those 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	Analyse, evaluate and compare the arguments presented in the extracts with regard to the role of revolution in socialism. In your answer you should refer to the thinkers that you have studied.
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[25 marks]

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

Level	Marks	Descriptors
5	21–25	• Detailed and accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the issue under discussion (AO1). • Analysis of the extract is balanced and confidently developed (AO2). • Comparisons are well explained, are focused on the question and fully supported with relevant and developed examples (AO2). • Evaluation of the above leads to well substantiated conclusions that are consistent with the preceding discussion (AO3). • Relevant perspectives and/or the status of the extract are successfully evaluated in the process of constructing arguments (AO3). • The answer is well organised, coherent and has a sustained analytical focus on the question (AO2).
4	16–20	• 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). • Analysis of the extract is balanced and developed, though some elements of the analysis could be expanded and/or developed further (AO2). • Comparisons are relevant to the questions as set, and supported with examples (AO2). • Evaluation leads to conclusions that show some substantiation and are consistent with the preceding discussion (AO3). • Relevant perspectives and/or the status of the extract are evaluated in constructing arguments, although in some places there could be further development (AO3). • The answer is well organised, analytical in style and is focused on the question as set (AO2).

3	11–15	• Generally sound knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though inaccuracies will be present (AO1). • Analytical points relating to the extract are made and developed in places, showing some balance, though some points are descriptive rather than analytical (AO2). • Comparisons are made and may be supported by examples (AO2). • Evaluation leads to conclusions that are consistent with the preceding discussion, but that lack substantiation (AO3). • Relevant perspectives and/or the status of the extract are commented on in constructing arguments, though evaluation is lacking depth (AO3). • The answer is organised, occasionally analytical and focused on the question as set (AO2).
2	6–10	• 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). • Analysis of the extract takes the form of description in most places, with some attempt at balance, though many points are unsupported assertions (AO2). • Comparisons tend to be limited and unsupported by examples (AO2). • Some attempt to draw conclusions is made, but these lack depth and clear development from the preceding discussion (AO3). • 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). • The answer shows some organisation and makes some attempt to address the question (AO2).
1	1–5	• Limited knowledge and understanding of relevant political concepts, institutions and processes, with inaccuracies and irrelevant material present throughout (AO1). • Analysis of the extract takes the form of description and assertion, with little or no attempt made at balance (AO2). • Comparisons tend to be superficial and undeveloped (AO2). • Conclusions, when offered, are asserted and have an implicit relationship to the preceding discussion (AO3). • Little or no evaluation of relevant perspectives and the status of the extract is present (AO3). • The answer shows little organisation and does not address the question (AO2).
0	0	• Nothing worthy of credit.

0 4

Analyse, evaluate and compare the arguments presented in the extracts with regard to the role of revolution in socialism. In your answer you should refer to the thinkers that you have studied.

[25 marks]

Indicative content

In the analysis and evaluation of the debate on the role of revolution in socialism as made in the extracts, students should be expected to cover areas such as the following:

- analysis and evaluation of the importance of revolution to Marxist thinkers. Comparisons may be made to the rejection of revolution by democratic socialists, social democrats and third way socialists
- analysis and evaluation of how “in the history of classes, revolution is the act of political creation”, as stated in Extract 1. Students may refer to historical materialism, class conflict and vanguard of the proletariat to develop their answers, and to illustrate Luxemburg’s argument that socialism requires revolution in order to take control of the means of production. Comparisons may be made to Extract 2 as to how “Great Britain’s... unwritten constitution which permits every possible alteration, the establishment of a new social order need not involve violent upheaval.” Students may develop their arguments by suggesting that Webb advocated the inevitability of gradualism and a parliamentary route to socialism through socialist parties and movements such as the Labour Party and the co-operative movement
- analysis and evaluation of Extract 1 and the extent to which “the proletariat (must) seize political power and suppress completely the capitalist system.” Students may develop their arguments by outlining Luxemburg’s criticisms of democracy in a capitalist system as being used to preserve the dominance of the bourgeoisie, rather than truly advancing the interests of the proletariat. By comparison in Extract 2 “to carry out social reconstruction it will be desirable to study the bolder experiments in the USSR owing to the fact the government swept away the remnants of the old social order”. Students may develop their arguments by suggesting that Webb agreed that capitalism was an unjust system that ultimately had to be replaced with socialism, therefore sharing a very similar objective via different means to Luxemburg
- analysis and evaluation of the extent to which “parliamentary democracy, where class conflicts and class domination are not done away with, but are, on the contrary, displayed in the open” in Extract 1. By comparison in Extract 2, “the British people will be able to avoid the crudities and cruelties inherent in sudden and violent revolution.” Evaluation and analysis of how both Luxemburg and Webb viewed class conflict. Students may develop their argument by suggesting that Luxemburg believed that parliamentary democracy in a capitalist system was a form of bourgeois oppression and class conflict which could only be resolved via revolution, whereas Webb viewed revolution as inherently violent and destabilising, using purges of the 1930s in Soviet Russia as an example.

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

- who the author is – their position or role
- the type of publication – newspaper, academic journal, electronic media
- the overt or implicit purpose of the author – to inform, persuade or influence
- the relevance of the extract to a political issue or concern, and how representative the extract is of a particular 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 fact that Extract 1 was adapted from *Reform and Revolution*, a pamphlet printed in 1899. Extract 1 is inherently

persuasive in its approach and was aimed at Marxists internationally but also specifically at German socialists. Extract 2 is adapted from *The Truth about Soviet Russia* with the aim of persuading the reader that revolution is both undesirable and unnecessary.

Comparisons may be made to various perspectives within the extracts, such as the historical context, for example Extract 1 was written in late 19th century Europe, which was characterised by imperialism and colonial wars with only limited democratic reform. Extract 2 was written in the mid-20th century demonstrating a contemporary understanding of the violence involved in the Russian revolution.

Students are required to analyse and evaluate the arguments presented in the extracts. Students who identify which arguments support which of the different views regarding the role of revolution may be awarded marks for analysis (AO2). To gain marks for evaluation (AO3) students must assess the relative strengths of the differing arguments and whether the arguments regarding the essential importance of revolution for Luxemburg and other Marxists are more or less convincing than those offered by Webb and other democratic socialists and social democrats.

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 view 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 extracts, 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 values the identity of a people over their rights.’ 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 must focus on economic and social equality rather than legal equality.’ Analyse and evaluate this statement with reference to the feminist thinkers that you have studied.

[25 marks]

0	7
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Multiculturalism

‘Tolerance is the only meaningful principle of multiculturalism.’ Analyse and evaluate this statement with reference to the multiculturalist thinkers that you have studied.

[25 marks]

0	8
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Anarchism

‘Collective cooperation, not individual liberty, is the main aim of anarchism.’ Analyse and evaluate this statement with reference to the anarchist thinkers that you have studied.

[25 marks]

0	9
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Ecologism

‘Only light green ecologists argue for effective solutions to the environmental problems caused by 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	- Detailed and accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the issue under discussion (AO1). - Analysis is balanced and confidently developed (AO2). - Synoptic links are well explained, are focused on the question and fully supported with relevant and developed examples (AO2). - Evaluation leads to well substantiated conclusions that are consistent with the preceding discussion (AO3). - Relevant perspectives are successfully evaluated in the process of constructing arguments (AO3). - The answer is well organised, coherent with a sustained analytical focus on the question (AO2).
4	16–20	- 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). - Analysis is balanced and developed, though some elements of the analysis could be expanded and/or developed further (AO2). - Synoptic links are relevant to the questions as set, and supported with examples (AO2). - Evaluation leads to conclusions that show some substantiation and are consistent with the preceding discussion (AO3). - Relevant perspectives are evaluated in the process of constructing arguments, although in some places there could be further development of the evaluation (AO3). - The answer is well organised, analytical in style and is focused on the question as set (AO2).
3	11–15	- Generally sound knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though inaccuracies will be present (AO1). - Analytical points are made and developed in places, showing some balance, though some points are descriptive rather than analytical (AO2). - Synoptic links will be made, though explanation will lack depth (AO2). - Evaluation leads to conclusions that are consistent with the preceding discussion, but that lack substantiation (AO3). - Relevant perspectives are commented on in the process of constructing arguments, though evaluation lacks depth (AO3). - The answer is organised, occasionally analytical and focused on the question as set (AO2).

2	6–10	- 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). - Analysis takes the form of description in most places, with some attempt at balance, though many points are unsupported assertions (AO2). - Synoptic links tend to be limited and undeveloped (AO2). - Some attempt to draw conclusions is made, but these lack depth and there is no clear development from the preceding discussion (AO3). - Relevant perspectives are identified, though evaluation is superficial (AO3). - The answer shows some organisation and makes some attempt to address the question (AO2).
1	1–5	- Limited knowledge and understanding of relevant political concepts, institutions and processes, with inaccuracies and irrelevant material present throughout (AO1). - Analysis takes the form of description and assertion, with little or no attempt made at balance (AO2). - Few if any synoptic links are offered (AO2). - Conclusions, when offered, are asserted and have an implicit relationship to the preceding discussion (AO3). - Little or no evaluation of relevant perspectives is present (AO3). - The answer shows little organisation and does not address the question (AO2).
0	0	Nothing worthy of credit.

0 5**Nationalism**

'Nationalism values the identity of a people over their rights.' 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 how state nationalism is often expressed as a national identity, culture or spirit. Students may develop their arguments by explaining that many 18th and 19th century nationalist movements were based around language and culture in an exclusive sense. Students may go on to explain concepts such as patriotism to develop their answers further, and may refer to von Herder's work on German national culture, or Garvey and his belief in Africa for Africans
- analysis and evaluation of the extent to which nationalism is defined as an "anti" ideology where the nation can be encapsulated by what it is not, rather than what its virtues are. Students may extend their analysis further by suggesting that some strands of nationalism are based on emotion rather than rational thought, and that one nationality is superior to another, suggesting that identity and culture are crucial elements of nationalism. Students may refer to the work of Maurras, and his anti-democracy, Protestant, Jewish, Freemason and foreigner views
- analysis and evaluation of how liberal nationalist thinkers emphasise self-determination and the democratic right of people to determine their own nationhood. Students may develop their answers by explaining the concept of the general will of a people and a social contract as being the basis for a nation. Students may refer to Rousseau's work in their answers
- analysis and evaluation of the extent self-government by a nation state is a rational way of individuals protecting their rights within society. Students may develop their arguments by suggesting that the nation state protects ideals such as economic self-interest, free trade and peaceful co-existence, all of which protect individual rights. Students may consider the work of Mazzini in their analysis
- analysis and evaluation of the extent to which nationalism is considered to be about the protection of culture and identity over the protection of rights. Students may either agree or disagree with the proposition. Students may also argue that not all strands of nationalism should be considered in the same way; with some having liberal traditions based on the enlightenment and a belief in individual rights, and others who are more expansionist in their views, emphasising the culture and identity 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 liberalism, 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

Feminism

‘Feminism must focus on economic and social equality rather than legal equality.’

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 the views of feminists toward equality relate to the changing social and economic conditions of women. There may be reference here to the various waves of feminist thought in their answers. Students may refer to the work of thinkers such as Rowbotham or Gilman in their answers
- analysis and evaluation of how feminists have often suggested that equality must extend beyond simple legal equality. Students may refer to a number of perspectives in feminism and concepts such as intersectionality and the need for all forms of equality to be considered in order to make women truly equal. Students may refer to the work of bell hooks in their answers
- analysis and evaluation of the views of liberal feminists’ view that society should be based upon individual choice and equality before the law primarily. Students may refer to Charlotte Perkins Gilman in their answers
- analysis and evaluation of the views of socialist feminists who argue that society should be egalitarian, and that equality cannot be meaningfully achieved without the economic equality of women. Students may refer to the work of Rowbotham, Millet and Gilman in their answers
- analysis and evaluation of the argument that improving the social status of women, and society’s view of femininity are essential to achieving equality. Students may develop this further by suggesting that patriarchy and the traditional view of women as homemakers is a major barrier to equality. Students may refer to the work of thinkers such as Simone de Beauvoir, Gilman and Kate Millett in their answers
- analysis and evaluation of concepts such as gynocentric, androgyny and sisterhood alongside various feminist perspectives (even post-modern feminism).

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, socialism, 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 7**Multiculturalism**

‘Tolerance is the only meaningful principle of multiculturalism.’ 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 tolerance of different cultures and identity
- analysis and evaluation of liberal multiculturalism and the centrality of tolerance in a successful, culturally diverse society and personal freedom for all. In developing their answers students may explain how concepts such as “absolutes” and essentialism relate to tolerance. Students may refer to the work of Berlin in their answers
- analysis and evaluation of multiculturalist thinkers that have criticised liberal society and the limitation of tolerance as a sufficient concept to achieve a multicultural society. Students may develop their answers by suggesting that identity and human nature are specific to people’s circumstances rather than to the individual themselves, and the need for the state to engage in the politics of recognition (not merely tolerance) of differing identities. Students may refer to the work of Charles Taylor in their answers
- analysis and evaluation of differentiated rights for varying groups in society to be recognised by the state, and the extent to which this goes beyond the concept of tolerance. Students may develop their arguments by suggesting that differentiated rights are incompatible with a common set of values across society. Students may refer to the work of Kymlicka in developing their answers
- analysis and evaluation of how conservative and one-nation multiculturalist thinkers have viewed tolerance as a concept as society has become diverse, and the effect this has had on minority rights. Students may develop their answers further by reflecting on the extent to which the law may be used to uphold tolerance (such as the Equality Act of 2010) and the importance of “unity through diversity”. Students may refer to the work of Tariq Modood in their answers
- analysis and evaluation of “deep” or “pluralist” multiculturalism and the concept of value pluralism. The argument that liberalism and its concepts of mutual acceptance and tolerance is not morally superior over other ideas. Students may develop their ideas further by discussing concepts such as individuals being “culturally embedded” and “assimilation” and how an expectation of assimilation is inherently intolerant. Students may refer to the work of Bhikhu Parekh
- analysis and evaluation of the extent to which tolerance is widely accepted as being important by many multiculturalist thinkers and also that it is often viewed as a necessary but insufficient condition for a successful multicultural 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, 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**Anarchism**

‘Collective cooperation, not individual liberty, is the main aim of anarchism.’ 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 the argument that the state is coercive and that a society with collective cooperation is likely to emerge as humans are innately altruistic and hard working. Students may develop their argument by suggesting that the aim of anarchism is to allow humans to live harmoniously with one another in communities as they 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 the criticisms of the liberal state by those who advocate anarcho-communism. This may include a critique of the concept of government by consent and universal suffrage. Students may develop their arguments in different ways. This may be done by suggesting that any system that promotes capitalism and the freedom of the individual is inevitably limited by those who dominate political power as a result of their economic power. Or it may be argued that humans cannot give up freedom that is theirs by right, and that democracy (including direct democracy) can subvert the needs of the collective by the self-interested action of voting
- analysis and evaluation of individualist anarchism. Analysis of the argument that egotistical and rational individuals should not be subject to the collective coercion of the state. Students may develop their answers, by analysing the argument that the state has a “deadly hostility” to the rights of the individual and that therefore any compulsory collective cooperation runs contrary to an individual’s rights. Students may refer to the work of Stirner in developing their answers
- analysis and evaluation of the extent to which the aim of anarchism is to overthrow a state which supports collective social structures that limit the freedom of groups of people in society. Students may develop their answers by suggesting 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
- analysis and evaluation of how individualists have criticised the economic systems that states have supported, either using collective or private ownership. Students may explain and contrast exclusive ownership of property and communes to develop their answers. Students may refer to the ideas of Kropotkin to develop their explanations
- analysis and evaluation of the extent to which ultimately the purpose of anarchism is to liberate individuals or to allow humans to cooperate collectively 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 socialism, 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**

'Only light green ecologists argue for effective solutions to the environmental problems caused by 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 need for humans to live in a more environmentally sensitive manner than humans currently do, and a recognition that the status quo is inherently problematic
- analysis and evaluation of light green arguments in favour of sustainability, that it aims to ensure that human activity is managed in such a way that the impact on the environment can be sustained over a very long period. Students may develop their answers by explaining that anthropocentric, sustainable development is therefore a legitimate and acceptable solution in solving the problems of human activity on the environment. Students may cite the work of Carson in *Silent Spring*
- analysis and evaluation of light green ecology and the suggestion that human development and the use of appropriate technologies will ensure that human civilisation becomes compatible with sustainable environmental impact. Students may develop their answer further by discussing the concept of Buddhist economics. Students may refer to the work of Ernst Schumacher
- analysis and evaluation of dark green ecologism. Students may explain that dark green ecologists emphasise that development of humans must not be to the detriment of the planet. Students may discuss the concept of biocentrism, and the argument there is inherent value in all living things. Students may cite the work of Leopold
- analysis and evaluation of the Gaia hypothesis, advocated by some dark green ecologists. Students may develop their analysis by explaining concepts such as homeostasis on earth, and the extent to which humans are seen as a threat to the planet rather than being seen as a morally superior life form. Some responses may develop their answer further by suggesting that human needs are subordinate to the needs of "mother earth". Students may cite the work of Carolyn Merchant
- analysis and evaluation of the extent to which the differences between dark and light green thinkers are significant, and how this influences the aims of ecologism and therefore what constitutes an effective solution to environmental problems. Students may further explain how this is related to the moral status of human beings and the planet they inhabit.

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.