

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

Paper 3 Political ideas

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**Mark scheme**

June 2022

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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 human nature.

**[9 marks]**

**0 2**

**Liberalism**

Explain and analyse three ways in which liberal thinkers define freedom.

**[9 marks]**

**0 3**

**Conservatism**

Explain and analyse three ways in which conservative thinkers view tradition.

**[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 view 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 socialists consider human beings equal to one another from birth, therefore rejecting hereditary rule by monarchs
- explanation and analysis of how all socialists believe that humans are malleable and responsive to their environment. They also tend to have a positive view of human nature and consider them to be rational beings, who in the right conditions tend to be co-operative and fraternal by nature
- explanation and analysis of how revolutionary socialists emphasise the corrupting influence of capitalism on human nature and how it encourages personal greed over the collective good of society, and that ultimately the overthrow of capitalism is required to allow humans to reach their full potential. Students may further develop their explanation by referring to the work of Karl Marx and concepts such as “false consciousness” or “historical materialism”
- explanation and analysis of how revisionist socialist have questioned whether revolution is also a damaging influence on human nature. Students may develop their explanations by referring to the work of Beatrice Webb, and her analysis of the aftermath of the revolution in Stalinist Russia
- explanation and analysis of the social democratic view of human nature, which suggests that capitalism needs to be harnessed rather than eliminated for humans to reach their potential. Students may expand their explanation by referring to the work of Giddens, who advocated the benefits of consumerist society for the working class and the need for public services to be well funded to provide equality of opportunity.

Students are required to consider only three ways in which socialists 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	2
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**Liberalism**

Explain and analyse three ways in which liberal thinkers define freedom.

**[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 view maximising individual freedom as their primary political objective. This may be further developed to suggest that liberals are advocates of a state (and as such are distinct from anarchists) to protect individual freedom and often use social contract theories to justify this. This may be developed further by reasoning that historically the state and institutions such as the church have been a threat to individual freedom and that legally enforceable rights are required to facilitate this. Students may illustrate their answers with the work of thinkers such as John Locke to develop their answers and refer to concepts such as the rule of law
- explanation and analysis of how classical liberals place particular emphasis on a “negative” conception of freedoms, that individuals are free when there is a lack of constraints on their actions. Students may develop their answer with explanations of theories such as JS Mill’s harm principle
- explanation and analysis of how modern liberals have tended to view modern capitalism as placing considerable constraints on the freedom of individuals, and that rights to (ie “positive”) freedoms are required for individuals to maximise their potential, this may be developed further by discussing ideas such as the “enabling state.” Students may refer to thinkers such as TH. Green and/or Rawls
- explanation and analysis of how modern liberals have argued that particular groups in society, especially women and ethnic minorities, have been systematically discriminated against. Therefore the state consciously should tackle this discrimination, and actively promote their social and economic advancement. Students may refer to the work of Wollstonecraft and/or Friedan in developing their answers.

Students are required to consider only three ways in which liberal thinkers define freedom. 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 tradition.

**[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 conservatism was a response to the enlightenment ideas of political thinkers in the 17th and 18th centuries in order to defend the existing order against revolutions as in France. Students may go further by explaining that conservatives have therefore often been advocates of preserving tradition and long-standing institutions. Students may expand their explanation by referring to the work of Edmund Burke
- explanation and analysis of how early conservative thinkers tend to view human beings as imperfect and therefore respect for long standing institutions of the state and church is a rational restriction of individual liberty to prevent violent anarchy of the state of nature. Students may develop their arguments by referring to the work of Thomas Hobbes
- explanation and analysis of early conservative thinkers who are not opposed to any change to tradition but are very sceptical of radical change. The idea that reform should be gradual and, where possible, to existing institutions. Students may refer to the work of Oakeshott to further develop their arguments
- explanation and analysis of how thinkers from the new right are sceptical about the value of tradition, instead arguing that the state and society should be organised to maximise individual freedom based upon legally enforceable rights. Students may develop their argument further suggesting that this often poses a threat to long-established institutions such as the church and monarchy, and also encourages a lack of deference to authority. Students may reference the work of Rand and/or Nozick to develop their answers.

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

<b>0</b>	<b>4</b>
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Analyse, evaluate and compare the arguments made in the above extracts on the role of the state. In your answer you should refer to the conservative thinkers 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</li> <li>• comparisons are well explained, are focused 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</li> <li>• evaluation of the above leads to conclusions that show some substantiation and are 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 of the evaluation (AO3)</li> <li>• the answer is well organised, analytical in style and is focused on the question as set.</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>• evaluation of the above 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.</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> </ul>



		<ul style="list-style-type: none"> <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>• some attempt to draw conclusions is made, but these lack depth and clear development from the preceding discussion (AO3).</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>• 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 role of the state. In your answer you should refer to the conservative thinkers you have studied.

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

In the analysis and evaluation of the significance of the nature of the state as made in the extracts, students should be expected to cover areas such as the following:

- analysis and evaluation of the importance of the state to conservative thinkers.
- comparison of how the both Oakeshott and Rand argue that the state is needed to preserve order in society. For Oakeshott (Extract 2), students may consider the suggestion that “The enterprise is to keep afloat on an even keel.” Students may analyse and evaluate Oakeshott's view of human nature suggesting that it is the state that is required to enforce rules that otherwise individuals would be inclined to disregard. For Rand (Extract 1), students may consider that the point of the state is “to protect him from physical violence. A proper government is only a policeman, acting as an agent of man’s self-defence.” Students may analyse and evaluate this further by considering how this is both a justification of the state and a limitation of its scope.
- comparison of what both Oakeshott and Rand consider to be justification for the state. For Oakeshott (Extract 2), students may cite “men sail a boundless and bottomless sea; there is neither harbour for shelter nor floor for anchorage, neither starting-place nor appointed destination.” Students may analyse and evaluate this further by discussing how this argument suggests there is no inherent “state of nature” and that society is constantly evolving and therefore the role of the state is to adapt to these constantly changing circumstances. For Rand (Extract 1), students may cite “The only proper purpose of a government is to protect man’s rights”. Students may go on to analyse that Rand, like many other neo-conservative thinkers, draws on the idea of natural rights that focus of property and the absence of restraint on individual action. Students may develop their answers further by suggesting that therefore the state should be organised around a logical set of principles that may require radical reform of institutions.
- comparison of the nature of the state and its purpose as suggested by Oakeshott and Rand. For Oakeshott (Extract 2), students may cite “the seamanship consists in using the resources of a traditional manner of behaviour in order to make a friend of every hostile occasion.” Students may analyse and evaluate this further by discussing the need for pragmatism in government in the face of a constantly evolving society, and that for Oakeshott this meant acceptance of increased state intervention and the welfare state as a result of the events and changes to society in the 20th century. For Rand (Extract 1), students may cite “The only proper functions of a government are: the police, to protect you from criminals; the army, to protect you from foreign invaders; and the courts, to protect your property and contracts from breach or fraud by others, to settle disputes by rational rules, according to objective law”. Students may further analyse and evaluate this by suggesting neo-conservatives advocate a minimal state designed to protect property rights primarily. Students may further develop their argument by suggesting that from the 1970s onwards neo-conservatives advocated a significant reduction role in the state, and of state ownership and the provision of welfare in particular.

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

- who the authors are – Oakeshott and Rand are famous and influential political thinkers
- the type of publication – philosophical texts aimed primarily at politically engaged readers
- the overt or implicit purpose of the author – to 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.

Students will be expected to address some of these factors in their analysis and evaluation of the extract.

In relation to the extracts for this question, students may also consider the context in which both Oakeshott and Rand wrote their theories and how this may have affected them. Both are 20th century thinkers and contemporaries of one another. Oakeshott's most prominent writing was in the post war period of the 20th century in Britain and was in response to the growth of the welfare state in Britain and the rise to prominence of social democracy as ideology in the UK and the Keynesian political consensus that had emerged between the major political parties. In contrast Rand was an American citizen who had fled Russia, and her work was heavily influenced by the threat, she perceived, that communism and other forms of socialism posed to individual liberty and the free market democracies of Western Europe and North America.

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****0 5** **Nationalism**

‘Nationalism is based on a clear view of a country’s culture and traditions.’ Analyse and evaluate this statement with reference to the nationalist thinkers that you have studied.

**[25 marks]****0 6** **Feminism**

‘The aim of feminism is to promote women’s rights, not to eliminate gender difference.’ Analyse and evaluate this statement with reference to the feminist thinkers that you have studied.

**[25 marks]****0 7** **Multiculturalism**

‘Multiculturalism’s main aim is to achieve the acceptance of different cultures, not their integration.’ Analyse and evaluate this statement with reference to the multiculturalist thinkers that you have studied.

**[25 marks]****0 8** **Anarchism**

‘Revolution is the only method that can successfully achieve the aims of anarchists.’ Analyse and evaluate this statement with reference to the anarchist thinkers that you have studied.

**[25 marks]****0 9** **Ecologism**

‘Sustainability of human activity is the main goal of 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 focused 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 and developed, though some elements of the analysis could be expanded and/or developed further</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 consistency 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.</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</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.</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> <li>• relevant perspectives are identified, though evaluation will be superficial (AO3)</li> </ul>

		<ul style="list-style-type: none"><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 based on a clear view of a country’s culture and traditions.’ 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 nationalism can be argued to involve a notion of a people who can be defined as being united behind a specific cultural identity. Students may refer to von Herder’s work on national culture and patriotism
- analysis and evaluation of the extent to which nationalism is defined by ideas and values that are considered antithetical by a nation or a people. Students may refer to the work Maurras, his rejection of Protestant and Jewish religious beliefs and culture, as well as the influence of freemasons and foreigners as being a threat to the cultural stability of France. Students may extend this logic further to suggest that therefore the role of the state is to protect a distinct culture and preserve its superiority to others
- analysis and evaluation of how nationalism can be argued to contain the notion of a general will of a people and how this relates to culture and identity. Students may refer to Rousseau’s theory of the social contract, suggesting that the ideas of consent and democracy are universal and transcend national borders
- analysis and evaluation of the idea of national spirit as the basis for the formation of a nation state and its policy making. Students may refer to the work Mazzini to develop their answers further
- analysis and evaluation of post-colonial nationalism and the movement to create nations that have an identity and culture distinct from their previous imperial rulers. Students may develop their arguments by referring to the work of Marcus Garvey, suggesting that black nationalism transcended international borders, and his advocacy of an “African nation”
- analysis and evaluation of the extent to which nationalism is focused on identity and culture. Students may either agree or disagree with the proposition. Students may also consider that not all forms of nationalism should be considered in the same way with some emphasising universal principles between nations and others focusing on the specific identities and cultures within a nation's borders.

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****Feminism**

'The aim of feminism is to promote women's rights, not to eliminate gender difference.'  
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 foundational equality between men and women. Students may expand their answers by suggesting that it is a matter of individual preference as to how women lead their lives and that equality of opportunity rather than outcome is the main objective. Students may refer to the ideas of liberal feminist thinkers such as Gilman in developing their answers
- analysis and evaluation of how radical feminists view patriarchy as the main barrier to the emancipation of women. Students may develop their arguments by arguing that the traditional division of roles in both the public and private spheres by gender sustained inequality, and that these distinctions need to be ended to achieve true equality. Students may refer to work of de Beauvoir and/or Rowbotham in their answers
- analysis and evaluation of how radical feminists have suggested that heterosexual relationships and masculinity are considered as positive norms by society, which limits and denies the true liberation of women. Students may refer to the work of Millett in their answers
- analysis and evaluation of how feminism should not only consider the inequalities between genders but also how some women are more disadvantaged than others. Students may therefore argue that the extent of emancipation and women's rights should not merely be measured by gender differences in society. Students may refer to the work and ideas of bell hooks in developing 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 concentrate on gender difference and legal equality. Students may also reflect on how the debate has shifted over time from legislation to societal change as a means of achieving equality.

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**

‘Multiculturalism’s main aim is to achieve the acceptance of different cultures, not their integration.’ 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 acknowledges diversity in modern society and promotes at least tolerance of differences between cultures
- analysis and evaluation of liberal multiculturalism. Analysis of the argument that personal liberty is a precondition of any cultural diversity in an open democratic country. In developing their answers students may refer to the work of Isaiah Berlin and the concept of “absolutes” he believed were common to all cultures and the concept of essentialism
- analysis and evaluation of how multiculturalist thinkers have sought to enshrine acceptance of different cultures in legislation such as the Equalities Act of 2010 and the extent to which this seeks to promote tolerance in society by prohibiting discrimination. Students may refer to the work of Tariq Modood and his ideas of “unity through diversity” in their explanations
- analysis and evaluation of the argument that identity is defined as a set of values and that individuals use these to make choices in their life that aid their self-development
- analysis and evaluation of “deep” diversity and value pluralism. The argument that liberalism is just one of many competing ideologies and that the state should not therefore prioritise its ideals over others, and state policy that encourages assimilation of migrants into the dominant culture of a modern society is intolerant. Explanations of this may be developed by the ideas of Bhikhu Parekh
- analysis and evaluation of the impact of distinct communities on individuals’ self-identity and fulfilment. Students may develop this further by discussing the work of Charles Taylor and the universal principle and the concept of recognition in politics
- analysis of the arguments regarding differentiated rights as advocated by Kymlicka being recognised by the state, and the extent to which this is incompatible with a common set of values in a fully integrated community
- analysis and evaluation of the extent to which encouraging acceptance of certain cultures means that they may reject the core values of the majority in society. The assimilation and full integration of cultures into a cohesive society may involve the assertion of some values over others.

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**

'Revolution is the only method that can successfully achieve the aims of anarchists.'  
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 all anarchists view the state as coercive and advocate it being dismantled without the consent of the governing class
- analysis and evaluation of individualist anarchism and the argument that the state is inherently coercive and should be overthrown by force. The argument that an individual's liberty should not be restrained by the state at all and therefore rational and self-interested individuals should oppose any form of authority forcefully. Students may develop this argument by referring to the work of Stirner and his argument that religion and political ideology inevitably limited the freedom of individuals, placing the state in perpetual conflict with the freedom of individuals
- analysis and evaluation of how anarcho-communists have advocated the use of revolutions to overthrow the state. Students may analyse how they argue that the state is used to sustain a capitalist system which encourages greed and competition that prevents the fulfilment of human potential, and that a revolution and violent removal of the state to be replaced with natural communities or communes. Students may refer to the work of Kropotkin and/or Bakunin to develop their answers
- analysis and evaluation of the extent to which the aim of anarchism is to remove a ruling class that is inherently oppressive in all its forms. Students may further develop their answers by discussing concepts such as the "propaganda of the deed" and the argument that violent acts against the state undermine it and demonstrate the practical possibility of overthrowing it. Students may refer to the work of Emma Goldman in developing their arguments
- analysis and evaluation of the extent to which the removal of the state does not necessarily require a violent revolution achieved by gradual advancement of communes and communities that are ordered without the state. Students may develop their answers by referring to the cooperative movement and communes. Students may refer to the work of Proudhon in developing their answers
- analysis and evaluation of the extent to which ultimately overthrowing the state requires the use of violence as the ruling class is unlikely to relinquish power willingly, or that revolutions are destined to fail in their quest to liberate people from the state as they require leadership that replaces one oppressive hierarchy with 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, 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**

‘Sustainability of human activity is the main goal of 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 and evaluation of how all ecologists argue that focusing on increasing GDP is causing damage to the planet and its ecosystems and must be stopped. Therefore, all ecologists advocate a significant reform of the economic and political systems in order to prioritise the impact of the environment over other existing priorities such as growth of GDP
- analysis and evaluation of the concept of light anthropocentrism and the argument that the planet and the environment are resources that need to be managed carefully. Analysis of the “light green” concept of sustainable human development: the requirement for the economy to be regulated in such a way that activity can be continued in the long term without causing further damage to the environment. Students may argue that this does not preclude capitalism as an economic system or make economic growth incompatible with environmental policy. Students may refer to the work of Carson and/or Schumacher in their explanations
- analysis and evaluation of the concept of ecocentrism: the “deep green” view that sustainability gives human activity an unjustified moral superiority, and that government policy should seek to eliminate adverse environmental impacts rather than mitigate them so that they are made sustainable
- analysis and evaluation of dark green scepticism that sustainable goals are achievable in capitalist or socialist economies, that the nature of development is to strive for economic growth, which will inevitably be incompatible with sustainability. Students may develop their answers by referring to concepts such as communalism. Students may refer to the work of Schumacher and/or Bookchin in their explanations
- analysis and evaluation of the extent to which human activity has exceeded pre-industrial levels and of its impact on the environment. Students may then evaluate the extent to which this is a threat to the ecological balance of the Earth. Students may develop their answers further by referring theories such as the Gaia hypothesis and concepts such as re-wilding. Students may refer to the work of Leopold in their explanations
- analysis and evaluation of the compatibility of sustainability. For instance, light greens advocate it as a primary goal that should be used to determine economic and environmental policy. Dark greens advocate a much greater reorganisation of society that requires considering human activity as something that must be limited to preserve and restore the environment and the planet to its natural form.

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.