



**ADVANCED**  
**General Certificate of Education**  
**January 2013**

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## **Government and Politics**

**Assessment Unit A2 2**

**Political Power and Political Ideas**

**[AQ221]**

**TUESDAY 29 JANUARY, AFTERNOON**

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# **MARK SCHEME**

## General Marking Instructions

These mark schemes are intended to ensure that the AS/A2 examinations are marked consistently and fairly. The mark schemes provide examiners with an indication of the nature and range of candidate responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark scheme should be read in conjunction with these general marking instructions which apply to all papers.

### Quality of candidates' responses

In marking the examination papers, examiners will be looking for a quality of response reflecting the level of maturity which may reasonably be expected of 18-year-olds, which is the age at which the majority of candidates sit their A2 examinations.

### Flexibility in marking

The mark schemes which accompany the specimen examination papers are not intended to be totally prescriptive. For many questions, there may be a number of equally legitimate responses and different methods by which the candidates may achieve good marks. No mark scheme can cover all the answers which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner for the paper concerned.

### Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for valid responses rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected for 18-year-old GCE candidates. Conversely, marks should only be awarded for valid responses and not given for an attempt which is completely incorrect or inappropriate.

### Types of mark schemes

Mark Schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. These questions are indicated on the cover of the examination paper.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

## Levels of Response

Questions requiring extended written answers are marked in terms of levels of response. When deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners:

**Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.

**Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.

**High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

## Quality of Written Communication

Quality of written communication is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication which is incorporated within the marks awarded for AO3. Where the quality of candidates' subject knowledge and understanding is not matched by the quality of written communication, marks awarded will not exceed the maximum for Level 4.

## Option A: Political Power

### 1 Background

The Source states that political corruption is one factor that can lead citizens to reject the legitimacy of the state. Candidates may refer to a wide range of other factors such as the absence of free and fair elections; the domination of power by political elites; the failure of the state to provide for the economic and social welfare of the population; discrimination by the state against a section or sections of society.

**(AO1: 6 marks; AO2: 4 marks)**

[10]

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### 2 Background

The Source notes that those who demonstrate against an authoritarian and repressive regime risk a violent reaction from leaders who control the full range of coercive powers available to the state. This can lead to the death of many demonstrators. Coercive states have sought to use a variety of other methods against demonstrators including their arrest and imprisonment; the use of torture; disappearance; forcing demonstrators into exile; the use of black propaganda to undermine the reputation of protesters. Other relevant methods are also acceptable.

An answer that fails to refer to the Source can be awarded a maximum of Level 4.

An answer that contains no evidence can be awarded a maximum of Level 3.

#### Level 1 ([1]–[3])

**AO1: 1 mark; AO2: 1 mark; AO3: 1 mark**

The candidate demonstrates limited knowledge and understanding of the problems faced by demonstrators in a repressive regime and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

#### Level 2 ([4]–[6])

**AO1: 2 marks; AO2: 2 marks; AO3: 2 marks**

The candidate demonstrates outline knowledge and understanding of the problems faced by demonstrators in a repressive regime but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling,

punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

### **Level 3 ([7]–[9])**

**AO1: 3 marks; AO2: 3 marks; AO3: 3 marks**

The candidate demonstrates sound knowledge and understanding of the problems faced by demonstrators in a repressive regime but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

### **Level 4 ([10]–[12])**

**AO1: 4 marks; AO2: 4 marks; AO3: 4 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the problems faced by demonstrators in a repressive regime and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard.

A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

### **Level 5 ([13]–[15])**

**AO1: 5 marks; AO2: 5 marks; AO3: 5 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the problems faced by demonstrators in a repressive regime and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[15]

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### 3 (a) Background

It is Pluralist Theorists who are most likely to take a positive view of western liberal democracy and to regard as the political system that is closest to the ideal of representative democracy. The existence of free and fair elections, open access to and competition for political power, the free operation of pressure groups and respect for civil and political liberties found in liberal democracies are what ensures that they are truly democratic.

It is Marxists, Elite Theorists and Feminists who are likely to challenge the Pluralist perspective for different reasons. Candidates do not need to discuss all these critical perspectives but should refer to some critical evidence/theory.

Weaker answers will often simply juxtapose other theories of power with the Pluralist analysis rather than present a direct critique of liberal democracy. Weaker answers will also display only a limited grasp of the issue and have limited concrete evidence. Stronger answers will display more detailed knowledge and offer a broad range of evidence. An answer that contains no supporting evidence can be awarded a maximum of Level 3.

An answer that is totally one-sided can be awarded a maximum of Level 4.

An answer that refers to only one political system can be awarded a maximum of Level 3.

In order to achieve Level 5 candidates must refer to all four theories of political power.

#### **Level 1 ([1]–[7])**

**AO1: 1 mark; AO2: 4 marks; AO3: 2 marks**

The candidate demonstrates limited knowledge and understanding of why Pluralists regard liberal democracy as ideal and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

#### **Level 2 ([8]–[14])**

**AO1: 2 marks; AO2: 8 marks; AO3: 4 marks**

The candidate demonstrates outline knowledge and understanding of why Pluralists regard liberal democracy as ideal but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling,

punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

### **Level 3 ([15]–[21])**

**AO1: 3 marks; AO2: 12 marks; AO3: 6 marks**

The candidate demonstrates sound knowledge and understanding of why Pluralists regard liberal democracy as ideal but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

### **Level 4 ([22]–[28])**

**AO1: 4 marks; AO2: 16 marks; AO3: 8 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of why Pluralists regard liberal democracy as ideal and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

### **Level 5 ([29]–[35])**

**AO1: 5 marks; AO2: 19 marks; AO3: 11 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of why Pluralists regard liberal democracy as ideal and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[35]

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**(b) Background**

It is principally Elite Theorists that argue that the concentration of political power is an inevitable feature of all political systems. They believe that democracy is an impossible dream and that all political systems ultimately involve some form of oligarchy. Marxist theorists share this view but only up to a point. Marxists believe that class based societies, especially capitalism, involve the concentration of power in the hands of the ruling class. But this is not inevitable. If society is fundamentally altered, as it would be in a socialist system, then power can be shared by all and democracy would exist. Pluralist theorists reject the Marxist and Elite Theory views of liberal democratic capitalist systems. While not perfect, such systems do involve a democratic diffusion of power that disproves the view that the concentration of power is inevitable. Feminists would argue that an oligarchy exists within the vast majority of political systems but it is a patriarchal oligarchy.

Weaker answers will display only a limited grasp of the theories and have limited concrete evidence. Stronger answers will display more detailed theoretical knowledge and offer a broad range of evidence. An answer that is totally one-sided can be awarded a maximum of Level 4.

An answer that refers to only one political system can be awarded a maximum of Level 3.

In order to achieve Level 5 candidates must refer to all four theories of political power.

**Level 1 ([1]–[7])**

**AO1: 1 mark; AO2: 4 marks; AO3: 2 marks**

The candidate demonstrates limited knowledge and understanding of views of the Elite view that all political systems are oligarchies and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

**Level 2 ([8]–[14])**

**AO1: 2 marks; AO2: 8 marks; AO3: 4 marks**

The candidate demonstrates outline knowledge and understanding of views of the Elite view that all political systems are oligarchies but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2).



The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

**Level 3 ([15]–[21])****AO1: 3 marks; AO2: 12 marks; AO3: 6 marks**

The candidate demonstrates sound knowledge and understanding of views of the Elite view that all political systems are oligarchies but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

**Level 4 ([22]–[28])****AO1: 4 marks; AO2: 16 marks; AO3: 8 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of views of the Elite view that all political systems are oligarchies and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

**Level 5 ([29]–[35])****AO1: 5 marks; AO2: 19 marks; AO3: 11 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of views of the Elite view that all political systems are oligarchies and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3). [35]

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## Option B: Political Ideas

### 1 Background

The view expressed in the Source is the Conservative perspective. The evidence for this in the Source is the argument that traditional institutions provide a stabilising effect in society and to discard them would be a mistake. In addition to the identification and explanation of this feature, candidates should identify and explain two other features of Conservative thinking. This could include change is necessary but should be gradual; that human nature is essentially sinful; that a strong state is essential; that inequality is an inevitable but positive feature of all societies.

**(AO1: 6 marks; AO2: 4 marks)**

[10]

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### 2 Background

The Conservative defence of traditional institutions and practices is a common source of criticism. Many would argue that it is used to justify the continuation of things that are completely unjustified in a modern democratic society. For example, Conservatives would often defend the continuation of the monarchy on the grounds that it is a unifying and stabilising institution in an increasingly diverse society. Opponents of Conservatism would argue that this is seeking to justify a completely unmeritocratic institution that typifies privilege and unearned wealth. Other relevant criticisms of Conservatism are acceptable.

#### Level 1 ([1]–[3])

**AO1: 1 mark; AO2: 1 mark; AO3: 1 mark**

The candidate demonstrates limited knowledge and understanding of the criticisms of Conservatism and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

#### Level 2 ([4]–[6])

**AO1: 2 marks; AO2: 2 marks; AO3: 2 marks**

The candidate demonstrates outline knowledge and understanding of the criticisms of Conservatism but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

**Level 3 ([7]–[9])****AO1: 3 marks; AO2: 3 marks; AO3: 3 marks**

The candidate demonstrates sound knowledge and understanding of the criticisms of Conservatism but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

**Level 4 ([10]–[12])****AO1: 4 marks; AO2: 4 marks; AO3: 4 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the criticisms of Conservatism and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

**Level 5 ([13]–[15])****AO1: 5 marks; AO2: 5 marks; AO3: 5 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the criticisms of Conservatism and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[15]

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### 3 (a) Background

Central to the criticism of capitalism advanced in the Manifesto is the argument that it is an unequal, unfair and exploitative system. The Proletariat, the vast majority of the population, were ruthlessly exploited and abused by the Ruling Class. The logic and dynamics of capitalism were such that this exploitation and the misery of the Proletariat would become ever more acute. Working class standards of living would be driven down and down as capitalism experienced one crisis after another. It was this that would eventually provoke the Proletariat into rebellion against the capitalist system. The proletariat would become capitalism's "gravediggers" because they had no choice but to destroy the system that caused them ever greater misery. To this extent the seeds of destruction lay within capitalism itself.

Marx and Engels found ample justification for this analysis in their lifetimes and their supporters remained true to this view of capitalism. Critics, including those within the socialist tradition, argued that this analysis of capitalism was both outdated and wrong. The capitalism of the 19th century had been replaced with a very different form of social democratic, welfare capitalism. The result was that inequality and unfairness steadily decreased during the 20th century, as did the prospect of socialist revolution.

Weaker answers will display only a limited grasp of the bases of the arguments of the *Communist Manifesto* and have limited concrete evidence. Stronger answers will display more detailed knowledge and offer a broad range of evidence.

#### Level 1 ([1]–[7])

**AO1: 1 mark; AO2: 4 marks; AO3: 2 marks**

The candidate demonstrates limited knowledge and understanding of the view of capitalism in the *Communist Manifesto* and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

#### Level 2 ([8]–[14])

**AO1: 2 marks; AO2: 8 marks; AO3: 4 marks**

The candidate demonstrates outline knowledge and understanding of the view of capitalism in the *Communist Manifesto* but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation

is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

### **Level 3 ([15]–[21])**

**AO1: 3 marks; AO2: 12 marks; AO3: 6 marks**

The candidate demonstrates sound knowledge and understanding of the view of capitalism in the *Communist Manifesto* but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

### **Level 4 ([22]–[28])**

**AO1: 4 marks; AO2: 16 marks; AO3: 8 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the view of capitalism in the *Communist Manifesto* and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

### **Level 5 ([29]–[35])**

**AO1: 5 marks; AO2: 19 marks; AO3: 11 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the view of capitalism in the *Communist Manifesto* and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

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**(b) Background**

In *On Liberty* Mill asserts that freedom is threatened by many things but the emerging “tyranny of the majority” was his greatest concern. He believed that individual freedom was at risk from the “despotism of custom” and the tendency of society to impose its rules of conduct on all citizens. He thought that this posed a greater danger to freedom than that found in autocratic regimes. To avoid this danger he advocated his “one very simple principle” which, if followed, would protect individual liberty. He further believed that where liberty flourished society individuals and society would progress. Behind Mill’s proposals lies a positive view of the capacity of individuals to act in a rational way and to exercise the freedom he wished to grant them. Conservative critics of Mill argue that his view that individuals are rational creatures who do not need the guidance and rules of society is a fallacy. Mill’s principle would not only lead to less freedom but would throw society back into some barbaric state where liberty perished. Socialist critics allege that Mill was concerned only with the freedom of an intellectual elite and that his proposals would do little or nothing to achieve the liberty of the majority of the exploited poor. Weaker answers will display only a limited grasp of the bases of the arguments of *On Liberty* and have limited concrete evidence. Stronger answers will display more detailed knowledge and offer a broad range of evidence.

**Level 1 ([1]–[7])**

**AO1: 1 mark; AO2: 4 marks; AO3: 2 marks**

The candidate demonstrates limited knowledge and understanding of Mill’s very simple principle and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

**Level 2 ([8]–[14])**

**AO1: 2 marks; AO2: 8 marks; AO3: 4 marks**

The candidate demonstrates outline knowledge and understanding of Mill’s very simple principle but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

**Level 3 ([15]–[21])**

**AO1: 3 marks; AO2: 12 marks; AO3: 6 marks**

The candidate demonstrates sound knowledge and understanding of Mill’s very simple principle but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

**Level 4 ([22]–[28])**

**AO1: 4 marks; AO2: 16 marks; AO3: 8 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of Mill’s very simple principle and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

**Level 5 ([29]–[35])**

**AO1: 5 marks; AO2: 19 marks; AO3: 11 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of Mill’s very simple principle and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[35]

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**Total**

**60**