



ADVANCED
General Certificate of Education
2013

Government and Politics

Assessment Unit A2 2

Political Power and Political Ideas

[AQ221]

THURSDAY 23 MAY, MORNING

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 view in the Source represents the Revolutionary Socialist analysis of political power. The view that the state exists to promote the interests of a ruling class is a revolutionary socialist perspective. Candidates should identify and explain two other relevant features of Socialism.

If a candidate makes no reference to the Source a maximum of [8] can be awarded.

If a candidate identifies the wrong theory they can score a maximum of [6]. [2] maximum for three features.

(AO1: 6 marks; AO2: 4 marks)

[10]

10

2 Background

In criticising Revolutionary Socialism candidates may argue that the view of the state put forward in the Source is incorrect. The state in modern democracies has not simply acted in the interests of the wealthy elite.

Rather the state has acted in the interests of the population as a whole.

The action of western governments to rescue the banking sector was not done to benefit the few but was motivated by the needs to preserve the economic system on which we all depend. Candidates may make other relevant criticisms of the Socialist analysis from an Elite Theory or Feminist perspective.

If a candidate criticises another theory (that identified in Question 1) a maximum of Level 3 can be awarded.

If only one or two criticisms, a maximum of Level 3 can be awarded. For an answer that is only juxtaposed criticisms a maximum of Level 3 can be awarded.

If a candidate makes no reference to the Source, a maximum of Level 4 can be awarded. If there is no evidence or examples are included, a maximum of Level 3 can be awarded.

Level 1 ([1]–[3])

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

The candidate demonstrates limited knowledge and understanding of the criticisms of Revolutionary Socialism 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 Revolutionary Socialism 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 Revolutionary Socialism 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 Revolutionary Socialism 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 Revolutionary Socialism 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]

15

3 (a) Background

It is recognised that all states, even the most liberal and democratic, have coercive powers that they will use against those who threaten, both internally and externally. Some states place far greater reliance on the use of coercive force to hold onto power. It is widely held that a state must convert “might into right” if it is to enjoy long-term stability. In this view, only if the state is regarded by citizens as legitimate will it be able to survive and avoid the political opposition that will destabilise the system. There is, however, much evidence to suggest that coercive systems can be stable and long-lasting. In some ways it is when states seek to liberalise and democratise that instability results. The bloody breakup of Yugoslavia and, more recently, events in Egypt and Libya could be used to support such an argument. The alternative view is that eventually states that rely upon coercion will be toppled because of the inherent problems in repressing a population.

Weaker answers will 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.

If an answer contains no evidence or examples, a maximum of Level 3 can be awarded.

If an answer refers to only one political system, a maximum of Level 3 can be awarded.

If an answer is totally unbalanced a maximum of Level 4 can be awarded.

Level 1 ([1]–[7])

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

The candidate demonstrates limited knowledge and understanding of the significance of the issue of coercion and stability 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 issue of coercion and stability 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 issue of coercion and stability 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 issue of coercion and stability 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 issue of coercion and stability 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]

(b) Background

Elections would seem to be crucial to the legitimacy of the state. Certainly Pluralists would take this view. Elections give the people the opportunity to exercise control over those who hold power; to influence the direction of policies; to remove from power those who fail to meet the expectations of the electorate. This, of course, depends upon the elections being free and fair and not simply an exercise in giving an impression of legitimacy to what is an authoritarian state. From this point of view, a state that fails to allow regular, free and fair elections will see its legitimacy disappear.

The alternative view is that this is a rather simplistic view of the significance of elections and the sources of legitimacy. Many systems do not have what liberal democrats would regard as satisfactory election yet seem to retain a considerable degree of legitimacy. This suggests that other factors may be just as important as elections.

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. If an answer contains no evidence or examples, a maximum of Level 3 can be awarded.

If an answer refers to only one political system, a maximum of Level 3 can be awarded.

If an answer is totally unbalanced a maximum of Level 4 can be awarded.

Level 1 ([1]–[7])

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

The candidate demonstrates limited knowledge and understanding of views of the factors that may cause a state to lose legitimacy 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 factors that may cause a state to lose legitimacy 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 factors that may cause a state to lose legitimacy 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 factors that may cause a state to lose legitimacy 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 factors that may cause a state to lose legitimacy 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 Marxist perspective. The Source states that capitalism is an inherently unstable system that will experience ever more severe economic crises. In addition to the identification and explanation of this feature, candidates should identify and explain two other features of Socialist thinking.

If a candidate makes no reference to the Source a maximum of [8] can be awarded.

If a candidate identifies the wrong theory they can score a maximum of [6]. [2] maximum for three features.

(AO1: 6 marks; AO2: 4 marks)

[10]

10

2 Background

The Source states that capitalism is an unstable system that experiences periods of extreme boom and bust. Critics of this Marxist analysis would counter that capitalism has been remarkably stable for much of the past century. The current economic crisis is not, as Marxists argue, a step in the road to system collapse. Capitalism is in very good health and will come back stronger and more dominant in the future.

Critics of Marxism would also challenge the assertion that capitalism “fails to deliver” for the majority of the population. Capitalism has delivered the biggest improvements in the standard of living of the working class of any major system. That is why capitalism is so popular.

Candidates may refer to other relevant criticisms of Marxism that relate to the Marxist analysis of capitalism.

If a candidate criticises another theory (that identified in Question 1) a maximum of Level 3 can be awarded.

If only one or two criticisms, a maximum of Level 3 can be awarded. For an answer that is only juxtaposed criticisms a maximum of Level 3 can be awarded.

If a candidate makes no reference to the Source, a maximum of Level 4 can be awarded. If there is no evidence or examples are included, a maximum of Level 3 can be awarded.

Level 1 ([1]–[3])

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

The candidate demonstrates limited knowledge and understanding of the criticisms of Marxism 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 (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 Marxism 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 (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 Marxism 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 (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 Marxism 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 (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 Marxism 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 (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]

15

3 (a) Background

Critics of Burke would argue that his vision is an attempt to preserve a reactionary and oppressive political system in which the interests of the few dominate. His defence of tradition and his opposition to democracy were a thinly veiled justification of the ruling class. In this view he was opposed to all progressive social and political change that might threaten the position of this ruling class. Defenders of Burke would reject this analysis as simplistic. Burke was not opposed to all change but instead believed that change was necessary. It was revolutionary and ill-planned change based upon abstract theoretical ideas that he rejected. Society should evolve and change should occur when it is proven that it will benefit society. His garden analogy illustrates his view of an organic and evolutionary process of change. This will be to the benefit of all members of society and avoid the chaos that resulted from the French Revolution.

Weaker answers will display only a limited grasp of Burke's ideas and those of his critics. Stronger answers will display more detailed knowledge of those ideas and criticisms.

If an answer contains no evidence or examples, a maximum of Level 3 can be awarded.

If an answer refers to only one political system, a maximum of Level 3 can be awarded.

If an answer is totally unbalanced a maximum of Level 4 can be awarded.

Level 1 ([1]–[7])

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

The candidate demonstrates limited knowledge and understanding of Burke's view of social and political change 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 (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 Burke's view of social and political change 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 (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 Burke's view of social and political change 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 (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 Burke's view of social and political change 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 (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 Burke's view of social and political change 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 (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]

(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, rather than lead to progress. 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.

If an answer contains no evidence or examples, a maximum of Level 3 can be awarded.

If an answer refers to only one political system, a maximum of Level 3 can be awarded.

If an answer is totally unbalanced a maximum of Level 4 can be awarded.

Level 1 ([1]–[7])**AO1: 1 mark; AO2: 4 marks; AO3: 2 marks**

The candidate demonstrates limited knowledge and understanding of Mill’s opposition to custom and tradition 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 (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 opposition to custom and tradition 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 (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 opposition to custom and tradition 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 (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 opposition to custom and tradition 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 (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 opposition to custom and tradition 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 (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