

Mark Scheme (Results)

June 2011

GCE Government & Politics 6GP03 3B
Political Ideologies

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our website at www.edexcel.com.

If you have any subject specific questions about the content of this Mark Scheme that require the help of a subject specialist, you may find our **Ask The Expert** email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

You can also telephone 0844 372 2185 to speak to a member of our subject advisor team.

June 2011

Publications Code UA028086

All the material in this publication is copyright

© Edexcel Ltd 2011

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

1	How and why have socialists endorsed collectivism?
Indicative content	
<p>Collectivism is the belief that collective human endeavour is of greater practical and moral value than individual self-striving. Socialists have supported collectivism in a variety of ways, including the following:</p> <ul style="list-style-type: none"> • A preference for the common or collective ownership of wealth • Support for trade unionism • Support for state intervention and particularly welfare provision designed to assist the weak and the vulnerable. <p>Socialists have endorsed collectivism because of their vision of human beings as social creatures, capable of overcoming social and economic problems by drawing on the power of the community rather than simply individual effort. Human beings are therefore 'comrades', 'brothers' or 'sisters', tied to one another by the bonds of common humanity. This is expressed in the principle of fraternity, the bonds of comradeship between and amongst human beings.</p>	
LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	<ul style="list-style-type: none"> • Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Good to excellent ability to analyse and explain political information, arguments and explanations. • Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.

<i>Level 2</i> (6-10 marks)	<ul style="list-style-type: none">• Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.• Limited to sound ability to analyse and explain political information, arguments and explanations.• Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<i>Level 1</i> (0-5 marks)	<ul style="list-style-type: none">• Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.• Very poor to weak ability to analyse and explain political information, arguments and explanations.• Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

2	On what grounds have liberals defended constitutionalism?
Indicative content	
<p>Constitutionalism refers to the principle of limited government brought about by the existence, either of external and usually legal checks on government power, notably in the form of a 'written' constitution, and internal checks on government brought about by institutional fragmentation.</p> <p>Liberals defend constitutionalism primarily because they fear that, as power tends to corrupt, all systems of rule are apt to become tyrannies against the individual. This fear is grounded in the assumption that human beings are essentially self – seeking, and so will use power for their own benefit and, probably at the expense of others.</p> <p>Furthermore, constitutionalism prevents the development of absolute power, and therefore absolute corruption, because it gives rise to a system of check and balance. These include the separation of power, judicial independence, parliamentary government, federalism and so forth.</p>	
LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	<ul style="list-style-type: none"> • Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Good to excellent ability to analyse and explain political information, arguments and explanations. • Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 (6-10 marks)	<ul style="list-style-type: none"> • Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Limited to sound ability to analyse and explain political information, arguments and explanations. • Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 (0-5 marks)	<ul style="list-style-type: none"> • Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Very poor to weak ability to analyse and explain political information, arguments and explanations.

	<ul style="list-style-type: none"> • Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.
--	---

3	Explain the link between anarchism and individualism.
----------	--

Indicative content

Individualism is the belief in the primacy of the human individual over any social group or collective body. It can take the form of either methodological individualism, implying that the individual is central to any political theory or social explanation, or ethical individualism, which implies that society, should be constructed so as to benefit the individual, giving moral priority to individual rights, needs and interests.

Anarchism is linked to individualism through the idea of the sovereign individual. When individualism is taken to its extreme, it implies the idea that absolute and unlimited authority resides within each human being. From this perspective, any constraint on the individual is evil, especially when it is imposed by the state, a sovereign, compulsory and coercive body. Extreme individualism therefore implies anarchism. This is reflected in the individualist anarchist tradition.

LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	<ul style="list-style-type: none"> • Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Good to excellent ability to analyse and explain political information, arguments and explanations. • Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 (6-10 marks)	<ul style="list-style-type: none"> • Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Limited to sound ability to analyse and explain political information, arguments and explanations. • Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.

<p><i>Level 1</i> (0-5 marks)</p>	<ul style="list-style-type: none">• Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.• Very poor to weak ability to analyse and explain political information, arguments and explanations.• Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.
---	---

4	On what grounds have conservatives supported One Nation principles?
Indicative content	
<p>The One Nation tradition in conservatism provides the justification for limited social and economic intervention, particularly in the form of welfare provision. Its key principles include paternalism, social duty, moral responsibility and social cohesion. These principles have been supported on two main grounds:</p> <ul style="list-style-type: none"> • The application of such principles in the form of social reform and welfare serves the long-term interests of the wealthy and privileged by helping to neutralise political discontent on the part of the weak and vulnerable. In this sense, social reform is the antidote to social revolution. • One Nation principles have a moral justification, in that the wealthy and powerful owe their social position, to a significant degree, to the accident of birth. This implies both that a high social position entails social duties, notably those linked to ameliorating poverty and supporting the disadvantaged, and that the poor are 'deserving', in the sense that they are not the architects of their own misfortune and cannot rectify their poverty through simple hard work and self-help. 	
LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	<ul style="list-style-type: none"> • Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Good to excellent ability to analyse and explain political information, arguments and explanations. • Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 (6-10 marks)	<ul style="list-style-type: none"> • Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Limited to sound ability to analyse and explain political information, arguments and explanations. • Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 (0-5 marks)	<ul style="list-style-type: none"> • Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Very poor to weak ability to analyse and explain political

	<p>information, arguments and explanations.</p> <ul style="list-style-type: none">• Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.
--	---

5	Distinguish between economic liberalism and social liberalism
Indicative content	
<p>Economic liberalism refers to a belief in the market as a self-regulating mechanism that tends naturally to deliver general prosperity and opportunities for all. In view of the market's tendency towards long-run equilibrium, such economic thinking implies very limited state intervention and then only to protect market competition (for example, by restricting cartels and monopolies).</p> <p>Social liberalism, on the other hand, refers to a belief in qualified social intervention, particularly focused on welfare provision to help citizens who are unable to help themselves. Justified by reference to the need to expand positive freedom and promote equal opportunities, this implies the expansion of social welfare in the form of, for example, social-security, health, education and other services.</p>	
LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	<ul style="list-style-type: none"> • Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Good to excellent ability to analyse and explain political information, arguments and explanations. • Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 (6-10 marks)	<ul style="list-style-type: none"> • Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Limited to sound ability to analyse and explain political information, arguments and explanations. • Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 (0-5 marks)	<ul style="list-style-type: none"> • Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Very poor to weak ability to analyse and explain political information, arguments and explanations. • Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

6	To what extent have socialists been committed to equality of outcome?
Indicative content	
<p>Socialism has traditionally been associated with a belief in social equality, or equality of outcome. Social equality has been favoured for a number of reasons, including the following:</p> <ul style="list-style-type: none"> • It upholds justice or fairness, as inequality usually reflects social injustices rather than individual inadequacies. • It fosters community and cooperation. • It helps to ensure that humans are fulfilled and satisfied creatures, as their basic needs are properly satisfied. <p>Fundamentalist socialism has endorsed absolute social equality, in the form of the common ownership of productive wealth or communism. This implies a radical emphasis on moral incentives rather than economic incentives. However, some may argue that fundamentalist socialism is defined more by the desire to collectivise wealth (the politics of ownership) than by a commitment to greater equality (the politics of social justice).</p> <p>Revisionist socialists have modified their commitment to equality of outcome in a number of ways, including the following:</p> <ul style="list-style-type: none"> • Absolute social equality has been abandoned in favour of relative social equality and the need to maintain economic incentives. • Social equality has significantly been replaced by the idea of equality of opportunity, emphasising a 'level playing field' rather than more equal social outcomes. • This trend has been taken furthest by neo-revisionists or supporters of 'new' social democracy who have been willing to tolerate significant levels of social inequality and have advanced alternative ideas such as asset-based egalitarianism. 	
A01	Knowledge and understanding
Level 3 (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

Level 1 (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
A02	Intellectual skills
Level 3 (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
A02	Synoptic skills
Level 3 (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Limited to sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
Level 1 (0-4 marks)	Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions
A03	Communication and coherence
Level 3 (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

7	'Anarchists demand the impossible.' Discuss.
Indicative content	
<p>The idea that anarchists 'demand the impossible' relates to the utopianism that lies at the heart of anarchist ideology. This is reflected in the belief that it is possible to construct a stable and peaceful stateless society in which people enjoy unrestricted freedom and absolute equality (at least in political terms).</p> <p>Anarchists argue that their vision of the future stateless society is achievable on the grounds of their theory of human nature and their theory of social institutions. At the heart of anarchism lies a belief in the unlimited possibilities of human and social development. Human beings are not perfect, but they are perfectible: in appropriate social conditions, spontaneous harmony or natural order are realisable, either because of people's propensity for sociability and cooperation or for principled and rational conduct. For collectivist anarchists, such propensities are fostered by conditions of statelessness and common ownership, while for individualist anarchists they are achieved through unregulated capitalism.</p> <p>Critics of anarchism argue that both such theories of human nature and such high optimism about social or economic institutions is entirely misplaced. Conservatives, for example, emphasise that human beings are imperfect and imperfectable, rejecting the idea that human nature is endlessly socially malleable. Liberals, for their part, argue that natural order is impossible because egoism will always lead to instability and strife.</p>	
A01	Knowledge and understanding
Level 3 (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

A02	Intellectual skills
Level 3 (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
A02	Synoptic skills
Level 3 (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Limited to sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
Level 1 (0-4 marks)	Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions
A03	Communication and coherence
Level 3 (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

8	To what extent is conservatism a philosophy of imperfection?
Indicative content	
<p>Conservatism has been portrayed as a philosophy of imperfection in a number of ways. These include the following:</p> <ul style="list-style-type: none"> • Conservatives have viewed human beings as morally imperfect, driven by non-rational drives and instincts. • They have viewed human beings as psychologically limited and dependent creatures, drawn to the known, the familiar and the tried and tested. • They have regarded human rationality as unreliable, the world being more complex than the human intellect is able to cope with. <p>Traditional conservatives have been greatly influenced by these assumptions about imperfection. They have, for example, inclined traditional conservatives to place their faith in tradition, view authority and a 'tough' stance on law and order as desirable, and to believe that society has an organic structure. One Nation conservatives have, in some ways, modified the emphasis on moral imperfection, being more willing to explain crime and social disorder in terms of social, rather than individual, factors.</p> <p>The liberal New Right, on the other hand, has largely dispensed with the idea of innate human imperfection. Although neoliberals believe that humans are self-interested, they place a strong emphasis on reason and therefore on the politics of principle. Similarly, atomistic individualism implies that humans are by no means limited and dependent creatures, but have a pronounced capacity for self-reliance. However, the conservative New Right remains faithful to traditional conservative assumptions about imperfection, notably in terms of moral imperfection and therefore the need to strengthen order, discipline and authority, and in terms of psychological imperfection and thus the need for traditional values and a strong national identity.</p>	
AO1	Knowledge and understanding
Level 3 (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

Level 1 (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
A02	Intellectual skills
Level 3 (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
A02	Synoptic skills
Level 3 (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Limited to sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
Level 1 (0-4 marks)	Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions
A03	Communication and coherence
Level 3 (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

SUMMARY A2 MARKING GRIDS

These grids should be used in conjunction with the fuller Level descriptors.

PART A - SHORT QUESTIONS (15 marks)

Level 3	Excellent	15
	Very good	13-14
	Good	11-12
Level 2	Sound	10
	Basic	8-9
	Limited	6-7
Level 1	Weak	4-5
	Poor	2-3
	Very poor	0-1

PART B – ESSAY QUESTIONS (45 marks)

<i>A01 / A02 / Synopticity</i>	
Level 3 (Good to excellent)	9-12
Level 2 (Limited to sound)	5-8
Level 1 (Very poor to weak)	0-4

<i>A03</i>	
Level 3 (good to excellent)	7-9
Level 2 (Limited to sound)	4-6
Level 1 (Very poor to weak)	0-3

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UA028086 June 2011

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

