

Mark Scheme (Results)

January 2013

GCE Government and Politics (6GP03)
Paper 3B Political Ideologies

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No. 1	Explain the key ideas associated with revisionist socialism.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Revisionist socialism is a broad term that encompasses a variety of attempts to revise or reformulate the fundamentalist goals of socialism. The key idea associated with revisionist socialism is that the socialism should be advanced through the reform, or 'humanising', capitalism, as opposed to the abolition and replacement of capitalism, as suggested by fundamentalist socialists. Other relevant ideas include the following:</p> <ul style="list-style-type: none"> • The revisionist stance is based on the recognition that capitalism has advantages that alternative economic systems may not be able to rival, notably an unrivalled ability to generate wealth. • Revisionist socialism defines socialism in terms of equality (or at least reducing material inequality), practicing the politics of social justice rather than the politics of ownership. • The mechanisms through which social justice (and therefore socialism) can be advanced include the mixed economy, economic management and, above all, comprehensive social welfare. <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Awareness of the nature of revisionist socialism • Limited knowledge of at least <i>one</i> idea associated with revisionist socialism <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Clear understanding of the nature of revisionist socialism • Clear and full explanation of at least <i>two</i> ideas associated with revisionist socialism 	
LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.

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

No. 2	On what grounds have conservatives supported paternalism?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Paternalism refers to the exercise of authority over others for the purpose of bringing them benefit or protecting them from harm, acting (supposedly) in a fatherly fashion. Paternalist ideas are most closely associated with the One Nation conservative tradition. The ground on which Conservatives have support paternalism include the following:</p> <ul style="list-style-type: none"> • Paternalism can be justified on moral grounds. As, in the traditional conservative view, wealth and social position are largely acquired through the accident of birth, the privileged have an obligation to help those who are less fortunate than themselves. Duty is thus the price of privilege. This also implies that the poor are 'deserving' of support because they are not the architects of their own misfortunes. • It can also be justified on practical grounds. The discharging of paternal obligations helps to bind a hierarchical society together, preventing the poor from becoming so poor that they become a threat to the established order and its institutions. <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Accurate, but possibly implicit, awareness of the nature of paternalism • Limited knowledge of at least <i>one</i> conservative argument in favour of paternalism <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Clear, but possibly implicit, understanding of the nature of paternalism • Clear and full explanation of at least <i>two</i> conservative arguments in favour of paternalism 	
LEVELS	DESCRIPTORS
<i>Level 3</i> (11-15 marks)	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.

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

No. 3	Explain the link between liberalism and constitutionalism.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Constitutionalism refers to the theory or practice of limited government brought about through either or both the existence of a constitution or a network of institutional checks and balances (the separation of powers, bicameralism, federalism, and so on).</p> <p>The link between liberalism and constitutionalism is based on the fear that all forms of rule are apt to become tyrannies against the individual. This fear stems from the liberal belief in individualism, which implies that those in power will use their position primarily to benefit themselves (usually at the expense of others), rather than the public at large. Acton, as a result, warned that power tends to corrupt and absolute power corrupts absolutely. Government is therefore legitimate only if it is subject to the checks and constraints, constitutional government always being preferable to arbitrary government.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Awareness, if possibly implicit, of the nature of constitutionalism • Limited knowledge of the link between liberalism and constitutionalism <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Clear understanding of the nature of constitutionalism • Clear explanation of the link between liberalism and constitutionalism 	
LEVELS	DESCRIPTORS
<p>Level 3 (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p>Level 2 (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations.

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

No. 4	Why do anarchists view the state as inherently evil and oppressive?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>The state is a political association that establishes sovereign jurisdiction within defined territorial borders. Anarchists view the state as inherently evil and oppressive for a number of reasons, including the following:</p> <ul style="list-style-type: none"> • The state is, in principle, an offence again freedom and equality, the values that anarchists hold most dear. • Anarchists go beyond liberal theory in viewing power in any form, but especially the political power wielded by the state, as absolutely corrupting, illustrating their belief in human 'plasticity'. Anyone who is placed in a position of power will therefore become tyrannical and abusive, helping to explain why devices such constitutionalism and democracy (supported by liberals) are incapable of protecting citizens against state oppression. • The evil that resides within the state reflects the fact that state authority is a sovereign, coercive, compulsory, exploitative and destructive. <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Awareness that the state is evil because it restricts freedom • Limited knowledge of the sources of state oppression, from an anarchist perspective <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Clear understanding of the implications of the state for freedom • Clear explanation of the sources of state oppression, from an anarchist perspective 	
LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.

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

No. 5	Why did Marx believe that capitalism is doomed to collapse, and how did he think this collapse would occur?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Marx believed that historical change is brought about through a dialectical process involving fundamental contradictions that eventually lead to the collapse of each class society. In the case of capitalism, these contradictions are rooted in the phenomenon of private property and result in irreconcilable class conflict between the bourgeoisie and the proletariat, the former being a ruling class that exploits and oppresses the latter.</p> <p>For Marx, the collapse of capitalism would come about through a proletarian revolution, which would occur as the proletariat gained revolutionary class consciousness, and so acquired an accurate understanding of the exploitative nature of the capitalist system. This would occur through the immiseration of the proletariat, a product of capitalism's the deepening crises of over-production.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited knowledge of why Max believed that capitalism is doomed to collapse • Limited knowledge of how Marx believed the capitalism would collapse <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Clear explanation of why Marx believed that capitalism is doomed to collapse • Clear and full explanation of how Marx believed the collapse of capitalism would occur 	
LEVELS	DESCRIPTORS
<p>Level 3 (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p>Level 2 (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations.

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

No. 6	To what extent do conservatives support tradition and continuity?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Tradition refers to values, practices and institutions that have been passed down from one generation to the next, and so ensures continuity with the past. A belief in tradition and continuity is basic to conservative ideology, stemming from both the idea that history and past experience provide a surer guide to present conduct than do reason and analysis (tradition is the accumulated wisdom of the past), and that tradition ensures rootedness and maintains social stability. The belief in traditionalism has encouraged Conservatives to adopt a cautious attitude towards change, except in circumstances where change is unavoidable or serves the interest of the status quo (change in order to conserve).</p> <p>However, the emphasis on tradition within conservatism has been greatly revised as a result of the rise of the New Right, and especially the liberal New Right. This is because it is rooted in a liberal rationalism that implies a critical approach to existing institutions and practices, and so, at times, can support radical reform. On the other hand, the conservative New Right can be said to reflect a greater emphasis on tradition, especially in relation to traditional values. Some argue, moreover, that the neoliberal disposition towards change represents a form of reactionary radicalism, being based on the idea that mid-nineteenth century Britain was some kind of a 'golden age'.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Awareness of the nature of tradition and continuity • Limited knowledge of why conservatives support tradition and continuity • Limited knowledge of where and why conservatives depart from traditionalist views <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Sound understanding of the nature of tradition and continuity • Clear explanation of conservative arguments in favour of tradition and continuity • Clear explanation of where and why Conservatives depart from traditionalist views, including an account of liberal New Right thinking 	
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

No. 7	'Anarchism is merely an extreme form of socialist collectivism.' Discuss.
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Indicative content (*this is not an exhaustive account of relevant points*)

Socialist collectivism reflects the belief that collective social action is morally and practically superior to individual self-striving. Anarchist draws heavily on such assumptions, especially in relation to collectivist or social anarchism. This is reflected in the anarchist view of human nature, which suggests that, in conditions of political freedom and economic equality, people will be sociable and cooperative, allowing order and stability to arise naturally rather than being imposed by the state. A variety of anarchist traditions have been based on such collectivist thinking, notably anarcho-communism, but also, for instance, anarcho-syndicalism and mutualism.

However, anarchism differs from socialist collectivism in at least two senses. First, socialist collectivism has often (but not always) been associated with statist beliefs, reflecting the idea that the state articulates the collective interest of society. This is expressed most clearly in the social democratic tradition, but even Marxists believe in a temporary proletarian state. More importantly, socialist collectivism clearly conflicts with forms of anarchism that derive from liberal individualism, commonly known as individualist anarchism. Thus, although in one guise anarchism can be seen as an extreme form of collectivism, in another it is an extreme form of individualism, and embraces self-striving and the market.

A threshold Level 2 response will typically exhibit the following features:

- Awareness, if possibly implicit, of the nature of socialist collectivism
- Limited knowledge of links between anarchism and socialist collectivism
- Limited knowledge of forms of anarchism that are unrelated to socialist collectivism

A threshold Level 3 response will typically exhibit the following features:

- Sound understanding of the nature of socialist collectivism
- Clear explanation of links between anarchism and socialist collectivism
- Clear explanation of forms of anarchism that are unrelated to socialist collectivism

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 or 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

No. 8	To what extent have modern liberals departed from the ideas of classical liberalism?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>The relationship between modern liberalism and classical liberalism has been a matter of significant debate within liberalism itself. From the perspective of classical liberalism, major differences are often highlighted. These include an alleged shift from individualism to collectivism, reflected in the difference between the classical liberal desire to minimise the role of the state and expand the responsibilities of the individual, especially in economic and social life, and a modern liberal commitment to expanding the role of the state. In this sense, modern liberals are sometimes thought to have abandoned core liberal ideas and theories.</p> <p>However, modern liberals have usually stressed that their views have emerged from an attempt to apply classical liberal thinking to changed economic and social circumstances, implying that there is considerable continuity between the two sub-traditions. Modern liberals, for instances, remain committed to individualism and freedom (even if their understanding of these has shifted) and they continue to favour a market economy and self-striving, even though they recognise that if, due to social disadvantage, people are unable to make their own moral choices, the state may need to step in to help them to help themselves.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited knowledge of modern liberalism • Limited knowledge of ideas of classical liberalism <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Clear explanation of modern liberalism • Clear explanation of areas of continuity and discontinuity between modern and classical liberalism 	
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	Very poor to weak knowledge and understanding of relevant

(0-4 marks)	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

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