

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE Government  
& Politics (6GP03/3B)

Paper 3B: Introducing Political  
Ideologies

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2015

Publications Code UA041705\*

All the material in this publication is copyright

© Pearson Education Ltd 2015

## **General Marking Guidelines**

- 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.

<b>No. 1</b>	<b>Explain the link between anarchism and individualism.</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Individualism is the belief in the supreme importance of the individual over any social group or collective body.</p> <p>Individualism is linked to anarchism because when individualism is taken to its extreme, it implies individual sovereignty, the idea that absolute moral authority resides within the human individual. In this light, the state, government and any system of law are an offence against the individual, being both evil and oppressive.</p> <p>Such thinking is elaborated most fully within the tradition of individualist anarchism, including anarcho-capitalism and Max Stirner’s concept of the sovereign individual.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited understanding of individualism.</li> <li>• Limited understanding of the link between anarchism and individualism.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear understanding of individualism.</li> <li>• Clear and accurate understanding of the links between anarchism and individualism.</li> </ul>	
<b>LEVELS</b>	<b>DESCRIPTORS</b>
<p><b>Level 3</b> <b>(11-15 marks)</b></p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><b>Level 2</b> <b>(6-10 marks)</b></p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>

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

<b>No. 2</b>	<b>How do traditional conservatives and the liberal New Right differ in their views of society?</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Traditional Conservatives have thought of society as if it were an organism, a living thing. An organic society is one in which the whole is more than a collection of its individual parts. Society is thus held together by a fragile network of relationships between its parts, and any attempt to reform these relationships or remodel or abolish the parts, constitutes a profound threat to society.</p> <p>The liberal New Right has advanced, by contrast, a highly individualist theory of society, in which society is a product of the actions of self-seeking and largely self-reliant individuals. Such a view has often been associated with Thatcher’s assertion that ‘There is no such thing as society. There are only individual men and women and their families.’</p> <p>Traditional conservatives accept a natural hierarchy and view authority as an essential component of maintaining social order; while the liberal New Right are more likely to promote inequalities based on merit and to question ‘natural’ sources of authority. One nation conservatives are in favour of mitigating some of the worst excesses of capitalism, in order to avoid radical challenges to the status quo.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited understanding of a traditional conservative view of society.</li> <li>• Limited understanding of a liberal New Right view of society.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear and accurate understanding of a traditional conservative view of society.</li> <li>• Clear and accurate understanding of a liberal New Right conservative view of society.</li> </ul>	
<b>LEVELS</b>	<b>DESCRIPTORS</b>
<b>Level 3 (11-15 marks)</b>	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>

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

<b>No. 3</b>	<b>Why have some socialists supported a revolutionary 'road' to socialism?</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Socialists have supported a revolutionary 'road' to socialism for several reasons:</p> <ul style="list-style-type: none"> <li>• In the absence of democratic institutions or when political rights are not extended to the working masses, revolution may be the only practicable way in which socialism can be achieved. Capitalism generated such high levels of oppression and exploitation that revolution was a necessity for the working class.</li> <li>• Revolution has been justified by Marxists in particular on the grounds that the state is structurally bound to the capitalist system. Any attempt to introduce socialism through state mechanisms such as voting and parliaments is therefore doomed to failure.</li> <li>• Revolution has also been advocated by fundamentalism socialists on the grounds that it is the best way in which capitalism can be abolished and replaced by a qualitatively different socio-economic system.</li> <li>• Marx's model of dialectical materialism meant that the emergence of the bourgeoisie also generated their own 'grave diggers', leading to irreconcilable class conflict with the proletariat and revolutionary change.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited understanding of a reason why some socialists have supported a revolutionary 'road' to socialism.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear and accurate understanding of the reasons why some socialists have supported a revolutionary 'road' to socialism.</li> </ul>	
<b>LEVELS</b>	<b>DESCRIPTORS</b>
<b>Level 3 (11-15 marks)</b>	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> </ul>



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

**No. 4**

**To what extent have liberals disagreed over freedom?**

**Indicative content (*this is not an exhaustive account of relevant points*)**

All liberals have a commitment to freedom.

Classical liberals have believed in negative freedom, the absence of external restrictions or constraints on the individual, often linked to the idea of freedom of choice or privacy. Such a view implies that freedom can be expanded most clearly by 'rolling back' state power.

Modern liberals have believed in positive freedom, freedom as self-mastery or self-realisation, a notion that links freedom to personal growth and empowerment. In this view, freedom can be expanded by qualified social and economic intervention, designed to widen individual opportunity and safeguard citizens from the social evils that may blight their lives.

Liberals have thus mainly disagreed over the nature of freedom, rather than over their commitment to freedom itself. While modern liberals do support negative freedom, they reject the notion that negative freedom is sufficient in itself.

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

- Limited understanding of the way in which liberals view freedom.

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

- Clear and accurate understanding of liberal views on freedom.
- Clear and accurate understanding of the ways in which liberals have disagreed over freedom.

LEVELS	DESCRIPTORS
<p><b>Level 3</b> <b>(11-15 marks)</b></p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><b>Level 2</b> <b>(6-10 marks)</b></p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<p><b>Level 1</b> <b>(0-5 marks)</b></p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li> </ul>

<b>No. 5</b>	<b>In what sense do anarchists hold a positive view of human nature?</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Anarchists have a positive view of human nature in a number of senses:</p> <ul style="list-style-type: none"> <li>• Anarchists tend to view human nature as 'plastic', in the sense that that it is shaped by the social and political circumstances in which people live. This implies a profound, and perhaps unlimited, capacity for human development.</li> <li>• Collectivist anarchists link this notion to the ideas that human have a particular capacity for cooperation and social solidarity, although this seldom boils down to a simple faith in 'natural goodness'.</li> <li>• Individualist anarchists place a particular emphasis on the rational capacities of the individual.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited understanding of an anarchist view of human nature.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear and accurate understanding of anarchist views of human nature.</li> </ul>	
<b>LEVELS</b>	<b>DESCRIPTORS</b>
<b>Level 3 (11-15 marks)</b>	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>

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

**No. 6**

**To what extent is conservatism a philosophy of human imperfection?**

**Indicative content (*this is not an exhaustive account of relevant points*)**

Conservatism has traditionally been portrayed as a philosophy of human imperfection in a number of ways, including the following. 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. Traditional conservatives have, as a result, been inclined to place their faith in tradition and to view authority and a 'tough' stance on law and order as desirable.

One Nation conservatives have, in some ways, modified the emphasis on moral imperfection, being, for instance, more willing to explain crime and social disorder in terms of social, rather than individual, factors.

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.

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 theory and the politics of principle, rather than on tradition. Similarly, atomistic individualism implies that humans are by no means limited and dependent creatures, but have a pronounced capacity for self-reliance. This implies that they place much emphasis on the need for a common culture, and are more to widen the individual's moral responsibilities. A further challenge to the idea that conservatism is a philosophy of imperfection can be found in the notion of 'compassionate conservatism'.

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

- Limited understanding of the way in which Conservatism is or is not linked to a view of human imperfection.

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

- Clear and accurate understanding of ways in which Conservatism is linked to a view of human imperfection.
- Clear and accurate understanding of ways in which Conservatism is not linked to a view of human imperfection.

<b>AO1</b>	<b>Knowledge and understanding</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2 (5-8 marks)</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1 (0-4 marks)</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>AO2</b>	<b>Intellectual skills</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations.
<b>Level 2 (5-8 marks)</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations.
<b>Level 1 (0-4 marks)</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations.
<b>AO2</b>	<b>Synoptic skills</b>
<b>Level 3 (9-12 mark)</b>	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.
<b>Level 2 (5-8 marks)</b>	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 .
<b>Level 1 (0-4 marks)</b>	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.

<b>A03</b>	<b>Communication and coherence</b>
<b>Level 3 (7-9 marks)</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2 (4-6 marks)</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1 (0-3 marks)</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.



<b>No. 7</b>	<b>'Socialism is defined by its commitment to collectivism.' Discuss.</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Collectivism is, broadly, the belief that collective human endeavour is of greater moral and practical value than individual self-striving. Collectivism is one of the core principles of socialist ideology, reflecting, as it does, the notion that humans are essentially social creatures, tied to one another through the bonds of a common humanity. Collectivism is evident in socialism in a variety of ways, including a belief in collective ownership (although collectivism should not be confused with collectivisation), faith in redistribution and welfare, and a commitment to trade unionism.</p> <p>However, the history of socialism has also been marked by a gradual shift away from collectivism. This was evident, first of all, in the emergence of social democracy or revisionist socialism. This led to a qualified acceptance of private property and economic incentives, helping to shift the centre of gravity within socialism from collectivism to individualism. This individualism became yet more pronounced with the advent of neorevisionist socialism. Support for privatisation and welfare reform (particularly the targeting of benefits and increasing concerns about 'welfare dependency') and the desire to weaken the influence of the trade union movement are each examples of a declining emphasis on collectivism.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited understanding of collectivism.</li> <li>• Limited understanding of the importance of collectivism to socialism and/or socialist analysis.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear understanding of collectivism.</li> <li>• Clear and accurate understanding of the importance of collectivism to socialism and/or socialist analysis.</li> </ul>	
<b>A01</b>	<b>Knowledge and understanding</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2 (5-8 marks)</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1</b>	

<b>(0-4 marks)</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>A02</b>	<b>Intellectual skills</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations.
<b>Level 2 (5-8 marks)</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations.
<b>Level 1 (0-4 marks)</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations.
<b>A02</b>	<b>Synoptic skills</b>
<b>Level 3 (9-12 marks)</b>	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.
<b>Level 2 (5-8 marks)</b>	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 .
<b>Level 1 (0-4 marks)</b>	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.
<b>A03</b>	<b>Communication and coherence</b>
<b>Level 3 (7-9 marks)</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2 (4-6 marks)</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1 (0-3 marks)</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

<b>No. 8</b>	<b>To what extent have liberals endorsed the principle of equality?</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>The relationship between liberalism and equality has been a matter of deep debate. Liberals themselves have placed considerable stress on equality, while their critics, particularly socialists, portray liberalism as essentially inegalitarian. Much of this debate is about the importance of different forms of equality. The egalitarian credentials of liberalism are based upon a strong belief in foundational and formal equality. Liberals believe that people are 'born' equal in the sense that they are of equal moral worth. Foundational equality implies a belief in formal equality, the idea that individuals should enjoy the same formal status in society, particularly in terms of the distribution of rights and entitlements. The most important forms of formal equality are legal and political equality, ensured by 'equality before the law' and a system of one person, one vote at election time. In addition, liberals believe in equality of opportunity, the idea that each person should have the same chance to rise or fall in society. All liberals are opposed to equality of outcome.</p> <p>However, there is disagreement within liberalism about the implications of equality of opportunity. Classical liberals believe that a free-market economy guarantees equality of opportunity, also believing that there are benefits in the resulting social inequality. In particular, unlike individuals with different talents who should be rewarded differently and significant levels of social inequality act as an economic incentive, ultimately bringing benefit to all. Modern liberals, on the other hand, favour intervention, through welfare and redistribution, to narrow social inequalities, thereby linking equality of opportunity to a greater measure of equality of outcome. For Rawls, social inequality was only justified if it worked to the advantage of the least well-off.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>Limited understanding of why some liberals have or have not endorsed the principle of equality.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>Clear and accurate understanding of why some liberals have endorsed different aspects of the principle of equality.</li> </ul>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2 (5-8 marks)</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

<b>Level 1 (0-4 marks)</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>A02</b>	<b>Intellectual skills</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations.
<b>Level 2 (5-8 marks)</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations.
<b>Level 1 (0-4 marks)</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations.
<b>A02</b>	<b>Synoptic skills</b>
<b>Level 3 (9-12 marks)</b>	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.

<b>Level 2 (5-8 marks)</b>	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.
<b>Level 1 (0-4 marks)</b>	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.
<b>A03</b>	<b>Communication and coherence</b>
<b>Level 3 (7-9 marks)</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2 (4-6 marks)</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1 (0-3 marks)</b>	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)

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

### PART B – ESSAY QUESTIONS (45 marks)

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

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

Pearson Education Limited. Registered company number 872828  
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom