



Mark Scheme (Results)

October 2020

Pearson Edexcel GCE

In Politics (9PL0)

Paper 1 : UK Politics and Core Political Ideas

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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.

Guidelines for Marking Source Question

AO1 (10 marks)

Marks here relate to knowledge and understanding.

They can be awarded for using the source and developing separate own knowledge.

When the rubric states that candidates should 'use knowledge and understanding to help you analyse and evaluate' it means that candidates should use only knowledge and understanding from the source.

Newly introduced own knowledge cannot form the basis for AO2 and AO3 points/marks.

AO2 (10 marks)

Candidates should focus their comparison on analysing the different opinions in the source. They should look at the different views that arise from the source and show how these lay the foundations for a judgement.

AO3 (10 marks)

Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the arguments.

They should be able to make and form judgments based on the source and they should reach reasoned verdict which comes down on one side throughout their response.

Marks for analysis (AO2) and evaluation (AO3) should only be awarded where they relate to information in the source

Candidates must consider both views in their answers in a balanced way.

Candidates who do not undertake any comparative analysis of the source and/or have not considered both views in a balanced way cannot achieve marks beyond Level 2.

The judgement a candidate reaches about these views should be reflected throughout their response.

Other valid responses are acceptable

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
1(a)	<p>Candidates may demonstrate the following knowledge and understanding that age is the most important factor in deciding how a person will vote. (AO1)</p> <p>Agreement</p> <ul style="list-style-type: none"> On the graph, age shows a consistent pattern in how people vote. Age has replaced class and region as the clear indicator of voting intentions The as the source mentions, according to YouGov, media is a major factor in indicating how a person will vote 	<p>Candidates may refer to the following analytical points in support of the premise (AO2)</p> <p>Agreement</p> <ul style="list-style-type: none"> As a person ages they become more inclined to vote Conservative and the younger they are more inclined to vote Labour Class and partisan dealignment has brought about this change and renders class and region now an uncertain guide to voting patterns The newspapers may have declined in readership but are still influential as are other forms of social media 	<p>Candidates may refer to the following evaluative points to support the premise (AO3)</p> <p>Agreement</p> <ul style="list-style-type: none"> Given the clear correlation we can conclude that age is the deciding factor in how people will cast their vote We can reach a verdict that as we progress through time there are fluctuating variables which better explain voting patterns The media, including social media are decisive factors in how people vote. Newspaper choice may reflect the reader's views rather than altering it
	<p>Candidates may demonstrate the following knowledge and understanding age is not the most important factor in determining how people will vote (AO1)</p> <p>Disagreement</p> <ul style="list-style-type: none"> The importance of age must also take turnout into consideration. 	<p>Candidates may refer to the following analytical points against the premise (AO2)</p> <p>Disagreement</p> <ul style="list-style-type: none"> Turnout for the younger age bracket is far less than for the older age bracket 	<p>Candidates may refer to the following evaluative points against the premise (AO3)</p> <p>Disagreement</p>

	<ul style="list-style-type: none"> • A person's class and where they live is an important indicator of how they vote. • The work a person does, whether private or public sector is also an important indicator of how they vote 	<ul style="list-style-type: none"> • We can see the establishment of safe seats and political heartlands which make more impact. This may link to class alignment • A person may be motivated by the care and concern of others in a public agency such as the NHS. 	<ul style="list-style-type: none"> • We can conclude that age by itself is an insufficient guide to how people vote. • We can conclude that class and region are far more important than age • Hence a person's employment background indicates decisively how people vote
	<p>Own knowledge not in the source which may be considered as AO1 include:</p> <p>For the premise:</p> <ul style="list-style-type: none"> • Age is more important than educational background • Age is more important than gender as an indicator of how people will vote • Age also ties in with issues if we compare the vote to leave or remain in the EU <p>Against the premise:</p> <ul style="list-style-type: none"> • Issues are more important in deciding how people will vote • The charisma of a leader may (or may not) be more important than other factors • Events make more difference than anything in how people will vote 	<p>NO AO2 is rewarded if linked to new material from Own Knowledge</p>	<p>No AO3 is rewarded if linked to new material from own Knowledge</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-6	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	7-12	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3).
Level 3	13-18	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).
Level 4	19-24	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3).
Level 5	25-30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
1(b)	<p>Candidates may demonstrate the following knowledge and understanding (AO1) supporting the view that state funding should be introduced</p> <p>Agreement</p> <ul style="list-style-type: none"> • The source shows big differences between the income of the top two parties and the rest. State funding would provide a base of fairness in a open market forum • The current system lacks transparency, as the source says that details of donations arising after the election has taken place • As the source argues, the increase to taxes would only be very slight for state funding to be established 	<p>Candidates may refer to the following analytical points supporting the view (AO2)</p> <p>Agreement</p> <ul style="list-style-type: none"> • This would fund parties on a more equal basis and encourage politicians to concentrate on their voters not donors. The SNP who contest only 10% of the seats have a disproportionate income stream. • Private donations may mean that certain sectors of society or rich individuals can have a disproportionate influence on the elections, which is largely hidden from the electorate. • The UK could afford this amount to ensure corruption is avoided 	<p>Candidates may refer to the following evaluative (AO3) points supporting the view</p> <p>Agreement</p> <ul style="list-style-type: none"> • We can conclude that state funding is preferable to some parties doing better because they can raise more money • The view that political parties can be bought distorts and undermines the democratic process • We can reach the verdict that establishing a fair democracy is a price well worth paying
	<p>Candidates may demonstrate the following knowledge and understanding (AO1) rejecting the view that state funding of political parties should not be introduced</p> <p>Disagreement</p>	<p>Candidates may refer to the following analytical points (AO2) rejecting the view</p> <p>Disagreement</p> <ul style="list-style-type: none"> • The two main parties are funded in proportion to their popularity in the polls. 	<p>Candidates may refer to the following evaluative points (AO3) rejecting the view</p> <p>Disagreement</p> <ul style="list-style-type: none"> • We can conclude that the current system works and change to state funding would be unpopular.

	<ul style="list-style-type: none"> • The source shows that state funding is not necessary as the current system works. • The source shows that the Labour Party model, high membership leading to high income, is an excellent model for a democracy • The source suggests that state funding is not necessary as it is possible to be electorally successful without high levels of funding 	<ul style="list-style-type: none"> • By encouraging people to join a party by charging lower membership fees, democracy can be reinvigorated, without state funding. • Political parties with limited funding have made a major difference to UK politics such as UKIP and the Green Party. 	<ul style="list-style-type: none"> • We can conclude that raising funds via increased membership and political momentum is preferable to state funding. • Success in elections we can conclude is not just about money but talent and capturing the public's mood. We can make a judgement that income does not mean votes are bought but that supporters contribute because they agree with the political party
	<p>Own knowledge not in the source which may be considered as AO1 include</p> <p>For the premise:</p> <ul style="list-style-type: none"> • State funding works well in other countries • State funding will mean the creation of more parties and more choice • State funding will mean a class of professional politicians who do not have other roles in society <p>Against the premise:</p> <ul style="list-style-type: none"> • It is not the funding system that requires change it is the electoral system • Many democracies do not have state funding • State funding as with private funding is open to abuse and corruption 	<p>NO AO2 is rewarded if linked to new material from Own Knowledge</p>	<p>No AO3 is rewarded if linked to new material from Own Knowledge</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-6	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	7-12	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3).
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Level 5	25-30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).

Guidelines for Marking Essay Question

AO1 (10 marks)

Marks here relate to knowledge and understanding. It should be used to underpin analysis (AO2) and evaluation (AO3)

AO2 (10 marks)

Candidates should form analytical views which support and reject the view presented by the question

They should look at the different perspectives that arise from the view presented by the question and show how these lay the foundations for a judgement.

AO3 (10 marks)

Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the arguments.

They must make and form judgments and they should reach a reasoned verdict which comes down on one side throughout their response.

Candidates must consider both views in their answers in a balanced way.

The judgement a candidate reaches about these views should be reflected throughout their response.

Candidates who have not considered both views in a balanced way cannot achieve marks beyond Level 2.

Candidates who fail to mention relevant legislation and individual rights in question 2a cannot achieve marks beyond level 3.

Candidates who have only mentioned either the Labour or Conservative Party in question 2b cannot achieve marks beyond level 3.

Other valid responses are acceptable

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
2(a)	<p>Candidates may demonstrate the following knowledge and understanding points (AO1) which agrees with the premise:</p> <p>Agreement</p> <ul style="list-style-type: none"> • Pressure groups have been at the forefront of securing rights in the UK • Pressure groups protect the rights of minority groups. • Pressure groups force the Government to uphold rights by using judicial review • Pressure groups help citizens to access their rights. Just having laws is not enough. 	<p>Candidates may refer to the following analytical points (AO2) in agreement with the premise:</p> <p>Agreement</p> <ul style="list-style-type: none"> • Pressure groups speak up on behalf of others and articulate their demands, the campaign for lowering the voting age and women’s rights came about through pressure group actions • When pressure groups raise the injustice faced by minority groups, they make the government act. The campaign for Gay Rights was garnered by groups such as Stonewall and Liberty • There have been many cases of ministers who undermined rights being taken to court by pressure groups. e.g. Poundland case, Miller v DExEU • The example of the FoI illustrates this well. Pressure groups use the Act to uncover issues to bring to the public’s attention 	<p>Candidates may refer to the following evaluative points (AO3) which agrees with the premise:</p> <p>Agreement</p> <ul style="list-style-type: none"> • We can conclude that government legislation simply reacts to public demand and complies with well supported pressure groups • We can conclude that pressure applied to the government by pressure groups for minorities are the key agent of change • Hence, pressure groups are able to use a variety of means to defend and promote rights • We can conclude that the existence of legislation is insufficient in protecting rights, it needs pressure groups to help citizens to access it.
	<p>Candidates may demonstrate the following knowledge and understanding points (AO1) which disagrees with the premise:</p>	<p>Candidates may refer to the following analytical points (AO2) in disagreement with the premise:</p>	<p>Candidates may refer to the following evaluative points (AO3) which disagrees with the premise:</p>

	<p>Disagreement</p> <ul style="list-style-type: none"> • In the UK it is governments who create legislation to promote and defend rights, through parliament. • The Human Rights Act has revolutionised rights protection in the UK. • All major rights in the UK owe their existence to legislation – the right to vote, equal pay, sexual and racial discrimination – all arose via legislation 	<p>Disagreement</p> <ul style="list-style-type: none"> • Rights protection may be promoted and supported by many, but it is only through government legislation created through Parliament that citizen's rights advance, eg HRA, Equalities Act, FoI • Pressure groups use this piece of government legislation to promote rights, but without it, they would be ineffective. • For example, the de-criminalisation of homosexuality and Gay Marriage may not have been passed but for determined legislators 	<p>Disagreement</p> <ul style="list-style-type: none"> • We can conclude that it is only the plethora of legislation which has grown considerably over time that has protected and defended citizens' rights • It is thus the Government and politicians elected to Parliament that have to power and scope to create legislation. • Thus, governments have the power and ability to legislate – whereas pressure groups only have the ability to influence not create
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-6	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3).
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Level 4	19-24	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3).
Level 5	25-30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
2(b)	<p>Candidates may demonstrate the following knowledge and understanding points (AO1) which agrees with the premise:</p> <p>Agreement</p> <ul style="list-style-type: none"> • First past the post (FPTP) makes a huge difference to party representation • AMS makes a considerable difference to party representation • STV makes a considerable difference to party representation 	<p>Candidates may refer to the following analytical points (AO2) in agreement with the premise:</p> <p>Agreement</p> <ul style="list-style-type: none"> • FPTP in its design tends to work for two main parties and unfairly rewards the other or minor parties • In its design of having two votes one based on FPTP and the other on the list system – there is compensation to parties who fail to do well at constituency levels but have a large overall vote. • STV is designed to be an electoral system which captures not only the different parties but the shades of opinion within them. It can favour certain personalities within the parties 	<p>Candidates may refer to the following evaluative points (AO3) which agrees with the premise:</p> <p>Agreement</p> <ul style="list-style-type: none"> • We can conclude because it usually overrepresents the two major parties in power, the chance of reform is non-existent • We can conclude that the result will be a wider spread of political parties who can secure election and fair representation • We can reach a verdict that it was specifically chosen for Northern Ireland (NI) to capture the spread of party support.
	<p>Candidates may demonstrate the following knowledge and understanding points (AO1) which disagrees with the premise:</p> <p>Disagreement</p>	<p>Candidates may refer to the following analytical points (AO2) in disagreement with the premise:</p> <p>Disagreement</p>	<p>Candidates may refer to the following evaluative points (AO3) which disagrees with the premise:</p> <p>Disagreement</p>

	<ul style="list-style-type: none"> • First past the post (FPTP) makes a no significant difference to party representation • AMS makes no real difference to party representation • STV makes no real difference to party representation 	<ul style="list-style-type: none"> • FPTP has recently resulted in larger roles for smaller parties - coalition, minority and small majority governments as support for the two main parties has dropped. • Rather than delivering a multi-party system, AMS has led to Scottish politics being dominated by one party, the SNP, giving them a majority in 2011. In the Welsh Parliament, it is the Labour Party who have dominated. • Comparisons between representation in UK General elections to representation in NI assembly elections shows a great similarity in who wins seats. 	<ul style="list-style-type: none"> • We can conclude that FPTP, like PR, allows for smaller parties to have a greater say in government when support for the two main parties decreases • We can conclude that AMS does not significantly affect the dominance of one party. • We can conclude that there has been major party change in terms of representation, but this is not due to the electoral system as outcomes for NI MPs elected by FPTP mirror choices under STV
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Level	Mark	Descriptor
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Level 2	7-12	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3).
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Guidelines for Marking Political Ideas Questions

AO1 (8 marks)

Marks here relate to knowledge and understanding. It should be used to underpin analysis (AO2) and evaluation (AO3)

AO2 (8 marks)

Candidates should form analytical views which consider the differing views presented by the question

They should look at the different perspectives that arise from the question and show how these lay the foundations for a judgement.

AO3 (8 marks)

Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the arguments.

They must make and form judgments and they should reach a reasoned verdict which comes down on one side throughout their response.

Candidates must consider differing views presented by the question otherwise the mark is capped in Level 2

The judgement a candidate reaches about these views should be reflected throughout their response.

Candidates who do not refer to at least two specific thinkers from the specification cannot achieve beyond Level 2.

Other appropriate thinkers identified in the specification and beyond may gain credit, but they cannot be substituted for the demand to name at least two of the specified thinkers to avoid the level 2 cap.

Accept any other valid responses.

To what extent do modern liberals accept the ideas of classical liberals?

Question number	AO1 8 Marks	AO2 8 Marks	AO3 8 Marks
3(a)	<p>Candidates may demonstrate the following knowledge and understanding (AO1)</p> <p>Agreement</p> <ul style="list-style-type: none"> • Modern Liberals (ML) and Classical Liberals (CL) agree on the need for individualism to be the basis of society to ensure maximum freedom for all • Both Modern and classical liberals agree that freedom can only exist 'under the law' (Locke) • ML accept the ideas of CL over the importance of foundational and formal equality • ML and CL both endorse tolerance as a virtue in society 	<p>Candidates may refer to the following analytical (AO2) points when reviewing the extent of the agreement</p> <p>Agreement</p> <ul style="list-style-type: none"> • Both ML and CL believe that because individuals are rational, they are capable of making choices in their own best interest (Wollstonecraft) • Both agree that the state is an essential part of society, enabling individuals to achieve maximum freedom • Both strands of liberalism support the notion of universalism, that humans are of equal moral worth and society should be based on the principle of meritocracy • This was endorsed by Mill who felt that tolerance allows for mutual understanding 	<p>Candidates may refer to the following evaluative (AO3) points when reviewing the extent of the agreement:</p> <p>Agreement</p> <ul style="list-style-type: none"> • We can conclude that there is agreement within liberalism over individualism, freedom and rationalism • When it comes to the requirement for a state, modern liberals accept the ideas of classical liberals • We can conclude that there is a consensus here; ML and CL champion foundational and formal equality within a meritocratic society (Friedan) • Mill concluded that out of a free debate where all ideas are tolerated the best ideas rise to the top. This is a consistent view through liberalism.
	<p>Disagreement</p> <ul style="list-style-type: none"> • Despite agreement that the state is a necessary evil, MLs differ from CLs over the role of the state 	<p>Disagreement</p> <ul style="list-style-type: none"> • CLs believe that the state should have a minimal role and feared its growth but for ML the state was an enabling one, to 	<p>Disagreement</p> <ul style="list-style-type: none"> • We can conclude that the extent of the role of the state is a clear dividing line in these branches of liberalism

	<ul style="list-style-type: none"> • MLs differ with CLs over the type of freedom and individualism desirable in society • MLs differ with CLs over the need for intervention in the economy (Rawls) • MLs differ with CLs over their view of democracy 	<p>support those sections of society who needed help (Friedan)</p> <ul style="list-style-type: none"> • Classical liberals support only a negative form of freedom, whereas modern liberals support positive and negative freedom in society. • CLs felt that for freedom in the economy to prosper there has to be limited government intervention whereas ML feel that government intervention in the economy enhances freedom, not undermines it. • CLs were distrustful of democracy and put limits to its operation. By contrast MLs endorse the spread of democracy and greater public participation 	<ul style="list-style-type: none"> • We can conclude that there is a clear division between CL and ML over the role of the state • We can conclude that there is a clear division between CL and ML over the role of the state in the economy • We can conclude that over time the MLs view of greater participative democracy has won the debate between these two sections
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-4	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	5-9	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).
Level 3	10-14	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).
Level 4	15-19	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).
Level 5	20-24	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1). • Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).

Question number	AO1 8 Marks	AO2 8 Marks	AO3 8 Marks
3(b)	<p>Candidates may demonstrate the following knowledge and understanding (AO1)</p> <p>Agreement</p> <ul style="list-style-type: none"> • Class for socialists is a prime method which they use to understand society. Webb saw the plight of the working classes • Socialists seek to improve the fortunes of the lower classes in society • Socialists seek to create a more equal society to improve the conditions of the lower classes 	<p>Candidates may refer to the following analytical (AO2) points when reviewing the extent of the agreement</p> <p>Agreement</p> <ul style="list-style-type: none"> • Revolutionary Socialists viewed conflict as natural in society and talked of it being based on 'class struggles' (Luxembourg) (Marx & Engels) • The Labour Party in the post-war era sought to act on behalf of the working classes and sought political representation on their behalf (Crosland) • It is the lower classes who form the majority and who are exploited by capitalism. By focusing on class equality in society, socialists wish 	<p>Candidates may refer to the following evaluative (AO3) points when reviewing the extent of the agreement:</p> <p>Agreement</p> <ul style="list-style-type: none"> • We can conclude that socialism is mainly focussed on a class-based analysis of society • We can reach a verdict that improving the conditions of the lower classes in society is a unifying factor of socialism • We can conclude that this drive for equality in society is based on class ties in with socialist values
	<p>Disagreement</p> <ul style="list-style-type: none"> • Revolutionary socialists reject a class-based society. • Evolutionary socialists like Social democrats, over time, have placed less emphasis on the working class as a 	<p>Disagreement</p> <ul style="list-style-type: none"> • The aim of revolutionary socialists like Marx & Engels was a classless society. This is a distinguishing factor with the other strands of socialism • With growing affluence, evolutionary socialists like Social Democrats and even the Third Way to an extent, moved away from eradicating class divides 	<p>Disagreement</p> <ul style="list-style-type: none"> • We can conclude that for revolutionary socialists, the removal of all classes is a prerequisite to an equal society • We can conclude that these two strands no longer view society primarily in terms of class with

	<p>core to understanding society</p> <ul style="list-style-type: none">• The development of the Third Way relegated the socialist view of class still.	<p>to minimising them. (Crosland) This is a key area of difference with Revolutionary Socialists.</p> <ul style="list-style-type: none">• Unlike the other two strands of Socialism, the Third Way were primarily interested in social inclusion, communitarianism and responsibility towards society, not class. (Giddens)	<p>other factors being more important in society</p> <ul style="list-style-type: none">• We can conclude that the Third Way abandoned viewing socialism and society as being driven by and for class. This is a key area of disagreement with the two other strands.
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