



**ADVANCED**  
**General Certificate of Education**  
**2011**

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## **Government and Politics**

Assessment Unit A2 2

Political Power Political Ideas

**[AQ221]**

**TUESDAY 7 JUNE, MORNING**

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# **MARK SCHEME**

## General Marking Instructions

These mark schemes are intended to ensure that the AS/A2 examinations are marked consistently and fairly. The mark schemes provide examiners with an indication of the quality and range of candidate responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions which apply to all papers.

## Quality of candidates' responses

In marking the examination papers, examiners will be looking for a quality of response reflecting the level of maturity which may reasonably be expected of 17- and 18-year-olds, which is the age at which the majority of candidates sit their AS/A2 examinations.

## Flexibility in marking

The mark schemes which accompany the specimen examination papers are not intended to be totally prescriptive. For many questions, there may be a number of equally legitimate responses and different methods by which the candidates may achieve good marks. No mark scheme can cover all the answers which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner for the paper concerned.

## Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for valid responses rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected for 17- and 18-year-old GCE candidates. Conversely, marks should only be awarded for valid responses and not given for an attempt which is completely incorrect or inappropriate.

## Types of mark schemes

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. These questions are indicated on the cover of the examination paper.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

## Levels of response

Questions requiring extended written answers are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the "best fit" bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners:

**Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.

**Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.

**High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These questions are assessed on the basis of levels of response. The description for each level of response includes reference to the quality of written communication which is incorporated within the marks awarded for that level. Where the quality of candidates' subject knowledge and understanding is not matched by the quality of written communication, marks awarded will not exceed the maximum for Level 4.

## Option A: Political Power

### 1 Background

The Source refers to how religion can play an important role in legitimising the political institutions. Religious authorities can throw their weight behind the state as was seen in 2009 in Iran when the backing of religious leaders prevented the government and probably the state from being overthrown. Other factors that can help to legitimise the state include the existence of democratic political structures, a charismatic political leader, a buoyant economy, a shared political culture and a broad range of other relevant factors.

If no reference is made to the factor in the Source a maximum of [8] can be awarded.

If there is no reference to any examples or evidence a maximum of [7] can be awarded.

**AO1: [6]; AO2: [4]**

[10]

10

### 2 Background

Just as there are any number of bases for state legitimacy, there are many reasons why a group may reject the legitimacy of the state. One of the most common is that a group feels it is denied access to political power or does not enjoy its fair share of power. A second reason is that a group feels discriminated against by the state in terms of employment, education, welfare support or in some other way. A third cause of group disaffection is the belief that their culture is neglected or even suppressed. Candidates may refer to examples such as the rejection by Nationalists of the Northern Ireland state; the treatment of African-Americans in the USA; the treatment of Kurds by the Turkish and Iraqi states; the treatment of native Tibetans by the Chinese state; the rejection of the Spanish state by Basques and Catalans.

If there is no reference to any examples or evidence a maximum of Level 3 can be awarded.

If there is reference to two or less reasons a maximum of Level 3 can be awarded.

If there is no reference to the Source a maximum of Level 4 can be awarded.

#### **Level 1 ([1]–[3]) AO1: [1]; AO2: [1]; AO3: [1]**

The candidate demonstrates limited knowledge and understanding of the reasons why a group may reject the legitimacy of the state and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. (AO1) There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. (AO2) Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited. (AO3)

**Level 2 ([4]–[6]) AO1: [2]; AO2: [2]; AO3: [2]**

The candidate demonstrates outline knowledge and understanding of reasons why a group may reject the legitimacy of the state but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. (AO1) There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. (AO2) The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary. (AO3)

**Level 3 ([7]–[9]) AO1: [3]; AO2: [3]; AO3: [3]**

The candidate demonstrates sound knowledge and understanding of reasons why a group may reject the legitimacy of the state but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. (AO1) There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. (AO2) The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary. (AO3)

**Level 4 ([10]–[12]) AO1: [4]; AO2: [4]; AO3: [4]**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of reasons why a group may reject the legitimacy of the state and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. (AO1) There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. (AO2) Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached. (AO3)

**Level 5 ([13]–[15]) AO1: [5]; AO2: [5]; AO3: [5]**

The candidate demonstrates precise, wide-ranging and sophisticated knowledge and understanding of reasons why a group may reject the legitimacy of the state and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. (AO1) There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. (AO2) Spelling, punctuation and grammar

are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached. (AO3) [15] 15

**3 (a) Background**

It is Pluralist Theorists who are most likely to take a positive view of western liberal democracy and to regard as the political system that is closest to the ideal of representative democracy. The existence of free and fair elections, open access to and competition for political power, the free operation of pressure groups and respect for civil and political liberties found in liberal democracies are what ensures that they are truly democratic.

It is Marxists, Elite Theorists and Feminists who are likely to challenge the Pluralist perspective for different reasons. Candidates do not need to discuss all these critical perspectives but should refer to some critical evidence/theory.

Weaker answers will display only a limited grasp of different views of liberal democracy and have limited concrete evidence. Stronger answers will display more detailed knowledge and offer a broad range of evidence.

An answer that makes no reference to examples/evidence can be awarded a maximum of Level 3.

An unbalanced or one-sided answer can be awarded a maximum of Level 4.

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

The candidate demonstrates limited knowledge and understanding of different views of liberal democracy and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. (AO1) There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. (AO2) Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited. (AO3)

**Level 2 ([8]–[14]) AO1: [2]; AO2: [8]; AO3: [4]**

The candidate demonstrates outline knowledge and understanding of different views of liberal democracy but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. (AO1) There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. (AO2) The quality of spelling,

punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary. (AO3)

**Level 3 ([15]–[21]) AO1: [3]; AO2: [12]; AO3: [6]**

The candidate demonstrates sound knowledge and understanding of different views of liberal democracy but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. (AO1) There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. (AO2) The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary. (AO3)

**Level 4 ([22]–[28]) AO1: [4]; AO2: [16]; AO3: [8]**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of different views of liberal democracy and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. (AO1) There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. (AO2) Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached. (AO3)

**Level 5 ([29]–[35]) AO1: [5]; AO2: [19]; AO3: [11]**

The candidate demonstrates precise, wide-ranging and sophisticated knowledge and understanding of different views of liberal democracy and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. (AO1) There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. (AO2) Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached. (AO3) [35]

**(b) Background**

There are considerable similarities between Elite Theories and Marxist Theories. Both take a critical view of western liberal democracies. Both reject the Pluralist view that power in liberal democracies is diffused and that popular sovereignty operates in such systems. Both are dismissive of the significance of elections and pressure groups that Pluralists put so much emphasis upon. The key differences between them are, first, over the nature of political power. Marxists regard ownership of wealth as the primary basis of political power while Elite Theorists see there as being other bases. Second, Marxists see power as being dominated by a Ruling Class while Elite Theorists are more inclined to a Ruling Elite. Third, Marxists believe that democracy is achievable in a radically different society while Elite Theorists are dismissive of the possibility of democracy in any society. Weaker answers will display only a limited grasp of the effects of Marxism and Elite Theory and have limited concrete evidence. Stronger answers will display more detailed knowledge and offer a broad range of evidence.

An answer that makes no reference to examples/evidence can be awarded a maximum of Level 3.

An unbalanced or one-sided answer can be awarded a maximum of Level 4.

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

The candidate demonstrates limited knowledge and understanding of Marxist and Elite Theories of power and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. (AO1) There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. (AO2) Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited. (AO3)

**Level 2 ([8]–[14]) AO1: [2]; AO2: [8]; AO3: [4]**

The candidate demonstrates outline knowledge and understanding of Marxist and Elite Theories of power but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. (AO1) There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. (AO2) The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary. (AO3)



**Level 3 ([15]–[21]) AO1: [3]; AO2: [12]; AO3: [6]**

The candidate demonstrates sound knowledge and understanding of the Marxist and Elite Theories of power but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. (AO1) There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. (AO2) The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary. (AO3)

**Level 4 ([22]–[28]) AO1: [4]; AO2: [16]; AO3: [8]**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of Marxist and Elite Theories of power and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. (AO1) There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. (AO2) Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached. (AO3)

**Level 5 ([29]–[35]) AO1: [5]; AO2: [19]; AO3: [11]**

The candidate demonstrates precise, wide-ranging and sophisticated knowledge and understanding of Marxist and Elite Theories of power and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. (AO1) There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. (AO2) Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached. (AO3)

[35]

35

**Option A**

**60**

**Option B: Political Ideas**

**1 Background**

The view expressed in the Source is the Socialist perspective. The evidence from this in the Source is the argument that it is capitalism that causes human beings to act in a greedy and selfish way, against their natural instincts. Socialists also believe that capitalism is a fundamentally unequal and unfair society that condemns the majority to a life of relative poverty and insecurity. They believe that capitalism is an unstable system that regularly experiences crises that further increase the exploitation of the working class. Candidates may refer to these or other relevant socialist views. An alternative, acceptable, interpretation of the Source is that it represents a Modern Liberal view. Candidates who argue this with evidence from the Source and elsewhere can access the full range of marks.

If no reference is made to the feature in the Source a maximum of [8] can be awarded.

If no reference is made to any evidence a maximum of [7] can be awarded.

**AO1: [6]; AO2: [4]**

[10]

10

**2 Background**

Critics of Socialism would challenge their naive view of human nature. Both Conservatives and Liberals would tend to see humans as self-interested creatures. It is Conservatives who believe, as stated in the Source, that self-interest can take anti-social forms and must therefore be controlled. Liberals tend to believe that self-interest is a potentially beneficial trait that can be harnessed for the greater good. Socialist ideas of an altruistic and co-operative system are, critics argue, a fantasy as Socialism in practice has demonstrated. Critics would point to the failure of socialist experiments in the twentieth century as proof of the flaws in the socialist analysis.

If there is no reference to any evidence a maximum of Level 4 can be awarded.

If there is no reference to the source a maximum of Level 4 can be awarded.

**Level 1 ([1]–[3]) AO1: [1]; AO2: [1]; AO3: [1]**

The candidate demonstrates limited knowledge and understanding of the criticisms of Socialism and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. (AO1) There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. (AO2) Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited. (AO3)

**Level 2 ([4]–[6]) AO1: [2]; AO2: [2]; AO3: [2]**

The candidate demonstrates outline knowledge and understanding of criticisms of Socialism but there are major gaps in this knowledge and

understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. (AO1) There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. (AO2) The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary. (AO3)

**Level 3 ([7]–[9]) AO1: [3]; AO2: [3]; AO3: [3]**

The candidate demonstrates sound knowledge and understanding of criticisms of Socialism but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. (AO1) There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. (AO2) The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary. (AO3)

**Level 4 ([10]–[12]) AO1: [4]; AO2: [4]; AO3: [4]**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of criticisms of Socialism and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. (AO1) There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. (AO2) Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached. (AO3)

**Level 5 ([13]–[15]) AO1: [5]; AO2: [5]; AO3: [5]**

The candidate demonstrates precise, wide-ranging and sophisticated knowledge and understanding of criticisms of Socialism and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. (AO1) There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. (AO2) Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached. (AO3)

[15]

15

**3 (a) Background**

Mill's fear of the advent of the "tyranny of the majority" and the social oppression that this would create led him to propose his remedy in the "one very simple principle." He believed that if this defined the limits of state action then social tyranny would be avoided. In *On Liberty*, Mill seeks at length to demonstrate how the principle can work and can help to protect freedom of speech, action and collective action. The principle is sufficient to guarantee the liberty that Mill so deeply desires. Critics of Mill argue that the principle is a deeply flawed one. The definition of "harm" is notoriously difficult, something that Mill goes some way to acknowledging. Conservatives would argue that Mill's principle is based upon a false and optimistic view of human beings. Socialists would argue that Mill is concerned with the interests of an intellectual elite, like himself. His principle would do little to free the masses from exploitation.

An answer that makes no reference to examples/evidence can be awarded a maximum of Level 3.

An unbalanced or one-sided answer can be awarded a maximum of Level 4.

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

The candidate demonstrates limited knowledge and understanding of Mill's "very simple principle" and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. (AO1) There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. (AO2) Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited. (AO3)

**Level 2 ([8]–[14]) AO1: [2]; AO2: [8]; AO3: [4]**

The candidate demonstrates outline knowledge and understanding of Mill's "very simple principle" but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. (AO1) There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. (AO2) The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary. (AO3)

**Level 3 ([15]–[21]) AO1: [3]; AO2: [12]; AO3: [6]**

The candidate demonstrates sound knowledge and understanding of Mill's "very simple principle" but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. (AO1) There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. (AO2) The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary. (AO3)

**Level 4 ([22]–[28]) AO1: [4]; AO2: [16]; AO3: [8]**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of Mill's "very simple principle" and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. (AO1) There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. (AO2) Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached. (AO3)

**Level 5 ([29]–[35]) AO1: [5]; AO2: [19]; AO3: [11]**

The candidate demonstrates precise, wide-ranging and sophisticated knowledge and understanding of Mill's "very simple principle" and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. (AO1) There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. (AO2) Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached. (AO3)

[35]

**3 (b) Background**

Central to Burke's attack upon the French Revolution was his repudiation of Enlightenment principles. In particular, Burke challenged the ideas of human reason and natural rights. His rejection of the idea of human rationality was based upon his belief that humans were essentially weak and sinful creatures with a very limited capacity for rational thought and action. A system based upon a belief in reason was bound to fail. Burke also rejected the idea that there was such a thing as natural rights. In his view rights were circumstantial, to be given or withheld depending upon the circumstances. Rights must come second to the greater priority of social order. Burke's critics would argue that his opposition to Enlightenment answers will display only a limited grasp of the bases of the arguments of *Reflections on the Revolution in France* and have limited concrete evidence. Stronger answers will display more detailed knowledge and offer a broad range of evidence.

An answer that makes no reference to examples/evidence can be awarded a maximum of Level 3.

An unbalanced or one-sided answer can be awarded a maximum of Level 4.

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

The candidate demonstrates limited knowledge and understanding of Burke's opposition to Enlightenment ideas and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. (AO1) There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. (AO2) Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited. (AO3)

**Level 2 ([8]–[14]) AO1: [2]; AO2: [8]; AO3: [4]**

The candidate demonstrates outline knowledge and understanding of Burke's opposition to Enlightenment ideas but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. (AO1) There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. (AO2) The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary. (AO3)

**Level 3 ([15]–[21]) AO1: [3]; AO2: [12]; AO3: [6]**

The candidate demonstrates sound knowledge and understanding of Burke’s opposition to Enlightenment ideas but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. (AO1) There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. (AO2) The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary. (AO3)

**Level 4 ([22]–[28]) AO1: [4]; AO2: [16]; AO3: [8]**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of Burke’s opposition to Enlightenment ideas and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. (AO1) There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. (AO2) Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached. (AO3)

**Level 5 ([29]–[35]) AO1: [5]; AO2: [19]; AO3: [11]**

The candidate demonstrates precise, wide-ranging and sophisticated knowledge and understanding of Burke’s opposition to Enlightenment ideas and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. (AO1) There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. (AO2) Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached. (AO3)

[35]

35

**Option B**

**60**

**Total**

**60**