



A-Level POLITICS PAPER 3

Political ideas

Mark scheme

Version 1.0

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate. Examiners are required to assign each of the students' responses to the most appropriate level according to its overall quality, then allocate a single mark within the level. When deciding upon a mark in a level examiners should bear in mind the relative weightings of the assessment objectives and be careful not to over/under credit a particular skill. For example, in questions 1,2 and 3 more weight should be given to AO1 than to AO2. This will be exemplified and reinforced as part of examiner training.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Levels of response mark scheme for 9 mark questions

Question 1: Explain and analyse three ways that tradition is significant in conservatism.

Question 2: Explain and analyse three ways that the concept of human nature is significant in socialism.

Question 3: Explain and analyse three ways that liberals have viewed state intervention.

Target AO1: 6 marks, AO2: 3 marks

| Level | Marks | Descriptors |
|-------|-------|--|
| 3 | 7-9 | <ul style="list-style-type: none"> Detailed knowledge of relevant political concepts, institutions and processes is demonstrated and appropriate political vocabulary is used. (AO1). Thorough explanations and appropriate selection of accurate supporting examples demonstrates detailed understanding of relevant political concepts, institutions and processes (AO1). Analysis of three clear points will be structured, clearly focused on the question and confidently developed in to a coherent answer (AO2). |
| 2 | 4-6 | <ul style="list-style-type: none"> Generally sound knowledge of political concepts, institutions and processes is demonstrated and generally appropriate political vocabulary is used (AO1). Some development of explanations and generally appropriate selection of supporting examples demonstrates generally accurate understanding of relevant political concepts, institutions and processes, though further detail may be required in places and some inaccuracies may be present (AO1). Analysis will be developed in most places, though some points may be descriptive or in need of further development. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material (AO2). <p>Students who only make two relevant points will be limited to this level.</p> |
| 1 | 1-3 | <ul style="list-style-type: none"> Limited knowledge of political concepts, institutions and processes is demonstrated and little or no appropriate political vocabulary is used (AO1). Limited development of explanations and selection of supporting examples demonstrates limited understanding of relevant political concepts, institutions and processes, with further detail required and inaccuracies present throughout (AO1). Analysis will take the form of description for the most part. Coherence and structure will be limited (AO2). <p>Students who only make one relevant point will be limited to this level.</p> |
| 0 | 0 | <ul style="list-style-type: none"> Nothing worthy of credit |

Question 1: Explain and analyse three ways that tradition is significant in conservatism.

Indicative content

In their explanations and analysis, students should be expected to cover areas such as the following:

- Explanation and analysis of conservative beliefs in established institutions and processes. In the UK context this may include references to institutions such as the monarchy and parliament. Mention may be made of conservative support for the established electoral and parliamentary/ legislative processes.
- Explanation and analysis of conservative preference for gradual change. There is likely to be a recognition that conservatism developed as a reaction to the kind of radical change offered by other ideological movements. There may also be mention of the importance of pragmatism and incremental change to conservatives e.g. in the field of constitutional reform.
- Explanation and analysis of tradition as a vehicle to maintain the status quo. This is likely to involve some discussion of the way in which celebrating and defending long-established traditions is seen as a means of reinforcing established lines of authority and hierarchy in society – what some conservatives would describe as the ‘natural order’ of society.
- Mention may be made of the anti-Jacobinism of figures such as George Canning and Edmund Burke; their support for tradition and the belief in the shared wisdom of the species, passed down from one generation to the next.

Students are required to consider only three ways that tradition is significant in conservatism. If a student exceeds this number, reward only the best three. However, some may include relevant points not listed above and these should be credited. If a student gives only one or two examples they will receive a maximum of three and six marks respectively.

Question 2: Explain and analyse three ways that the concept of human nature is significant in socialism.

Indicative content

In their explanations and analysis, students should be expected to cover areas such as the following:

- Explanation and analysis of the positive view of human nature taken by socialists, through explanation that though they accept the existence of certain basic drives and tendencies, socialists tend to see human nature as changeable and subject to external environmental pressures.
- The significance of the positive socialist view of human nature to the aims of socialism. For example, if humans were inherently weak and vulnerable to greed and jealousy, socialism would inevitably fail, as individuals would only be able to act in an appropriate manner when regulated by the coercive power of the state
- Explanation and analysis of the effect of capitalism on human nature in the eyes of socialists, the way in which people act under capitalism is therefore a product of their experiences under capitalism
- Socialist analysis that human nature might appear different once people were living under socialism. Some socialists would go further, arguing that people are inherently good in their natural state but are corrupted by capitalism
- Analysis of a particular socialist thinker/ thinkers. For example, Marx’s view that the human essence is no abstraction inherent in each single individual. In its reality it is the ensemble of social relations.’

Students are required to consider only three ways that human nature is significant in socialism. If a student exceeds this number, reward only the best three. However, some may include relevant points not listed above and these should be credited. If a student gives only one or two examples they will receive a maximum of three and six marks respectively.

Question 3: Explain and analyse three ways that liberals have viewed state intervention.

Indicative content

In their explanations and analysis, students should be expected to cover areas such as the following:

- Explanation and analysis of the utilitarian liberalism of writers such as JS Mill. The idea of individual liberty and a belief that there should be limited state intervention; with the state simply focusing on establishing order and a legal framework within which individuals can flourish. In this context there may be an attempt to distinguish between classical liberalism and progressive (or 'modern') liberalism
- Explanation and analysis of positive liberalism – active state intervention to secure the conditions (those 'basic liberties') that will enable individuals to achieve their full potential. A contrast may be drawn with negative liberalism and there may also be an effort to link the discussion to Isiah Berlin's analysis of 'positive' and 'negative' liberty.
- Explanation and analysis of liberal defence of welfare statism – the liberal belief provision of a wide range of services to enhance individuals' quality of life. For example, the way in which the extension of state universal education and healthcare for all, free for all at the point of delivery, helps to provide a context within which the individual can fulfil their potential.
- Discussion of the above in relation to liberal views of human nature, society and the economy. For example, the fact that liberals generally take a positive view of human nature, believing that individuals are open to reason and simply need to be trained and educated in order to take their place in society.

Students are required to consider only three ways that liberals have viewed state intervention. If a student exceeds this number, reward only the best three. However, some may include relevant points not listed above and these should be credited. If a student gives only one or two examples they will receive a maximum of three and six marks respectively.

Levels of response mark scheme for 25 mark extract based essay

Question 4: Analyse and evaluate the arguments being made in the above extract over the means of achieving Socialism. In your answer, you should refer to the thinkers you have studied.

Target AO1: 5 marks, AO2: 10 marks, AO3: 10 marks

| Level | Marks | Descriptors |
|-------|-------|--|
| 5 | 21-25 | <ul style="list-style-type: none"> Detailed and accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the issue under discussion (AO1). Analysis of the extract is balanced and confidently developed. Evaluation of the above leads to well substantiated conclusions that are consistent with the preceding discussion. (AO3). Relevant perspectives and/or the status of the extract are successfully evaluated in the process of constructing arguments (AO3). The answer is well organised, coherent and has a sustained analytical focus on the question (AO2). |
| 4 | 16-20 | <ul style="list-style-type: none"> Accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the issue under discussion, though further detail may be required in places (AO1). Analysis of the extract is balanced and developed, though some elements of the analysis could be expanded and/or developed further. Evaluation of the above leads to conclusions that show some substantiation and are consistent with the preceding discussion (AO3). Relevant perspectives and/or the status of the extract are evaluated in constructing arguments, although in some places there could be further development of the evaluation (AO3). The answer is well organised, analytical in style and is focused on the question as set. |
| 3 | 11-15 | <ul style="list-style-type: none"> Generally sound knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though inaccuracies will be present (AO1) Analytical points relating to the extract are made and developed in places, showing some balance, though some points are descriptive rather than analytical. (AO2). Evaluation of the above leads to conclusions that are consistent with the preceding discussion, but that lack substantiation (AO3) Relevant perspectives and/or the status of the extract are commented on in constructing arguments, though evaluation is lacking depth. (AO3) The answer is organised, occasionally analytical and focused on the question as set. |
| 2 | 6-10 | <ul style="list-style-type: none"> Some knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though these contain inaccuracies and irrelevant material (AO1). Analysis of the extract takes the form of description in most places, with some attempt at balance, though many points are unsupported assertions (AO2). Some attempt to draw conclusions is made, but these lack depth and clear development from the preceding discussion (AO3). |

| | | |
|---|-----|---|
| | | <ul style="list-style-type: none">• Relevant perspectives are identified and some awareness of the status of the extract is shown in the process of constructing arguments, though evaluation will be superficial (AO3).• The answer shows some organisation and makes some attempt to address the question (AO2). |
| 1 | 1-5 | <ul style="list-style-type: none">• Limited knowledge and understanding of relevant political concepts, institutions and processes, with inaccuracies and irrelevant material present throughout (AO1).• Analysis of the extract takes the form of description and assertion, with little or no attempt made at balance (AO2).• Conclusions, when offered, are asserted and have an implicit relationship to the preceding discussion (AO3).• Little or no evaluation of relevant perspectives and the status of the extract is present (AO3).• The answer shows little organisation and does not address the question (AO2). |
| 0 | 0 | <ul style="list-style-type: none">• Nothing worthy of credit |

Question 4: Analyse and evaluate the arguments being made in the above extract over the means of achieving Socialism. In your answer, you should refer to the thinkers you have studied.

Indicative content

In the analysis and evaluation of the arguments, as made in the article, students should be expected to cover areas such as the following:

- An explanation of the terms capitalism and socialism, with the latter likely to include some recognition of the distinction between the Marxist view of socialism and the form of democratic socialism that emerged subsequently. Some awareness of the supposed power and attitudes of the 'capitalist ruling class'.
- Analysis and comparison of the Marxist view of social change with that of the Fabians, such as Beatrice Webb, outlined in the extract. For example, the Marxist emphasis on revolution ('revolutionary socialism') and the reformist or 'gradualist' approach advocated by democratic socialist groups such as the Fabians.
- Analysis and evaluation of the response of socialists to the debates of the 1930s and the emergence of democratic socialism. For example, an attempt to distinguish between the soviet Marxist-Leninist 'brand' of revolutionary socialism and the form of social democracy adopted by most mainstream western socialist parties in the second half of the twentieth century
- The ideas of Anthony Crosland and other thinkers. For example: Crosland's revisionist approach; his part in developing and supporting Gaitskellism; and his reluctance to support those from the Marxist-Leninist tradition who advocated public ownership of the means of production.
- The analysis and evaluation of any political information is affected by;
 - who the author is - their position or role;
 - the type of publication - newspaper, academic journal, electronic media;
 - the overt or implicit purpose of the author - to inform, persuade or influence;
 - the relevance of the extract to a political issue or concern, and how representative the extract is of a particular viewpoint. Candidates will be expected to address some of these factors in their analysis and evaluation of the extract.

In relation to the extract for this question reference should be made to the fact that it was published in 1956 and adapted from *The Future of Socialism* by Anthony Crosland and that the intention was to persuade and influence.

Students are required to analyse and evaluate the arguments presented in the article. Students who identify which arguments support which of the different views may be awarded marks for analysis (AO2). To gain marks for evaluation (AO3) students must assess the relative strengths of the differing arguments.

The analysis and evaluation must clearly focus on the arguments presented in the article. Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what view students reach. However, their position must be supported by their arguments and examples.

Students who fail to focus their discussion on the arguments in the article, however complete their answer may otherwise be, cannot achieve above level 2.

Levels of response mark scheme for 25 mark essays

In your answer you should draw on material from across the whole range of your course of study in Politics.

Question 5: With reference to the feminist thinkers that you have studied, analyse and evaluate the changing nature of feminism.

Question 6: 'Nationalism has an anti-character; it is defined by what it opposes.' Analyse and evaluate this statement with reference to the nationalist thinkers that you have studied.

Question 7: With reference to the multiculturalist thinkers that you have studied, analyse and evaluate the view that multiculturalism is doomed to fail.

Question 8: 'Ecologism is incompatible with economic growth.' Analyse and evaluate this statement with reference to the ecologist thinkers that you have studied.

Question 9: 'The term anarchism encompasses such a wide range of ideas that it can hardly be considered a single ideology.' Analyse and evaluate this statement with reference to the anarchist thinkers that you have studied.

Target AO1: 5 marks, AO2: 10 marks, AO3: 10 marks

| Level | Marks | Descriptors |
|-------|-------|---|
| 5 | 21-25 | <ul style="list-style-type: none"> Detailed and accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the issue under discussion (AO1). Analysis is balanced and confidently developed. (AO2). Synoptic links are well explained, are focussed on the question and fully supported with relevant and developed examples (AO2). Evaluation of the above leads to well substantiated conclusions that are consistent with the preceding discussion. (AO3). Relevant perspectives are successfully evaluated in the process of constructing arguments (AO3). The answer is well organised, coherent and has a sustained analytical focus on the question (AO2). |
| 4 | 16-20 | <ul style="list-style-type: none"> Accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the issue under discussion, though further detail may be required in places (AO1). Analysis is balanced developed, though some elements of the analysis could be expanded and/or developed further. Synoptic links are relevant to the questions as set, and supported with examples. (AO2). Evaluation of the above leads to conclusions that show some substantiation and consistent with the preceding discussion (AO3). Relevant perspectives are evaluated in the process of constructing arguments, although in some places there could be further development of the evaluation (AO3). The answer is well organised, analytical in style and is focused on the question as set. |
| 3 | 11-15 | <ul style="list-style-type: none"> Generally sound knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though inaccuracies will be present |

| | | |
|---|------|---|
| | | <p>(AO1)</p> <ul style="list-style-type: none"> Analytical points are made and developed in places, showing some balance, though some points are descriptive rather than analytical. Synoptic links will be made, may be supported by examples, though explanation will lack depth (AO2). Evaluation of the above leads to conclusions that are consistent with the preceding discussion, but that lack substantiation (AO3) Relevant perspectives are commented on in the process of constructing arguments, though evaluation is lacking depth. (AO3) The answer is organised, occasionally analytical and focused on the question as set. |
| 2 | 6-10 | <ul style="list-style-type: none"> Some knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though these contain inaccuracies and irrelevant material (AO1) Analysis takes the form of description in most places, with some attempt at balance, though many points are unsupported assertions (AO2). Synoptic links tend to be limited and undeveloped. (AO2). Some attempt to draw conclusions is made, but these lack depth and clear development from the preceding discussion (AO3). Relevant perspectives are identified, though evaluation will be superficial (AO3). The answer shows some organisation and makes some attempt to address the question (AO2). |
| 1 | 1-5 | <ul style="list-style-type: none"> Limited knowledge and understanding of relevant political concepts, institutions and processes, with inaccuracies and irrelevant material present throughout (AO1). Analysis takes the form of description and assertion, with little or no attempt made at balance (AO2). Few if any synoptic links are offered (AO2). Conclusions, when offered, are asserted and have an implicit relationship to the preceding discussion (AO3). Little or no evaluation of relevant perspectives is present (AO3). The answer shows little organisation and does not address the question (AO2). |
| 0 | 0 | <ul style="list-style-type: none"> Nothing worthy of credit |

Question 5: With reference to the feminist thinkers that you have studied, analyse and evaluate the changing nature of feminism. In your answer you should draw on material from across the whole range of your course of study in Politics.

Indicative content

In the analysis and evaluation of the question, students should cover areas such as the following:

- Explanation of the term feminism and analysis of the core ideas of feminism, with reference to equality of treatment, recognition of gender differences and affirmative action. an awareness of the various waves or strands of feminism that have emerged over time. This should be illustrated with reference to the prescribed thinkers in feminism.
- Analysis of the structure of feminism, showing understanding that feminism is split into different types of feminism. Such an answer should refer to types and recent developments such as liberal feminism, radical feminism or post feminism.
- Analysis of changes and recent developments in feminist thinking and how these changes affect the ideology. Such an answer could make reference to feminist writers from different time periods and evaluate their ideas, for example Betty Frieden and bell hooks.
- An evaluation of the extent to which the aims of feminism have been met. For example, how far liberal feminists have achieved their goals, and some assessment of the extent to which liberal feminism is still relevant in the 21st Century debate.
- Alternatively, students may choose to approach the question thematically, looking at the relevance of feminism to debates about human nature, the state, society and the economy.
- The views of named feminist thinkers.

Students who make no reference to thinkers must not be rewarded marks above level 2.

Synoptic links may be found in areas such as democracy, electoral behaviour, interest groups, media, party policies and programmes, and political agenda. Any response that does not include synoptic points cannot achieve above level 4.

Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what view students reach. However, their position must be supported by their arguments and examples.

Question 6: 'Nationalism has an anti-character; it is defined by what it opposes.' Analyse and evaluate this statement with reference to the nationalist thinkers that you have studied. In your answer you should draw on material from across the whole range of your course of study in Politics.

Indicative content

In the analysis and evaluation of the statement, students should cover areas such as the following:

- Explanation of the term nationalism and an analysis of the core ideas and values of nationalism, making particular reference to territory, sovereignty of the people and culture. This should be illustrated with reference to the prescribed thinkers in nationalism.
- Students should also focus on the ideas of national strength (even ethnic superiority at the extremes of nationalism) and the opposition to alien (perhaps 'inferior') cultures and a rejection of the immediate needs of the individual in favour of the needs of the nation state, before evaluating whether these ideas are a product of an anti-character in the ideology.
- Analysis of the structure of nationalism. For example, students should evaluate whether minority nationalism or state nationalism exhibit an anti-character. This could be further exemplified with historic or contemporary campaigns e.g. extreme nationalism or fascism v more mainstream campaigns for national independence and/or unity
- Analysis of the key ideas and values opposed by nationalists. For example, the possibility of opposition to internationalism and globalisation, immigration and multiculturalism. This should allow students to analyse the extent to which the key characteristics of nationalism are 'defined' these ideas.

- Alternatively, students may choose to approach the question thematically, looking at the character of nationalism in terms of human nature, the state, society and the economy.
- The views of named nationalist thinkers.

Students who make no reference to thinkers must not be rewarded marks above level 2.

Synoptic links may be found in areas such as democracy, electoral behaviour, interest groups, media, party policies and programmes and political agenda. Any response that does not include synoptic points cannot achieve above level 4.

Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what view students reach. However, their position must be supported by their arguments and examples.

Question 7: With reference to the multiculturalist thinkers that you have studied, analyse and evaluate the view that multiculturalism is doomed to fail. In your answer you should draw on material from across the whole range of your course of study in Politics.

Indicative content

In the analysis and evaluation of the question, students should cover areas such as the following:

- Analysis of the nature of multiculturalism and the way in which the term has been defined; perhaps by reference to one or more of the writers identified in the specification. This could then lead to an evaluation of the extent to which the aims of multiculturalism are achievable.
- Analysis of tension (and the inherent contradiction perhaps) that arises from efforts to embrace multiculturalism within a nation state. This could be used to inform an evaluation that would support the idea that multiculturalism is doomed to fail, focusing on the extent to which an acceptance of certain 'alien' cultural practices are inconsistent with the political culture of the states within which they might seek to express themselves freely
- the views of named multiculturalist thinkers should be analysed in order to illustrate the different views that exist regarding the goals of multiculturalism and the extent to which they are achievable.
- An analysis of some of the tangible challenges that have faced governments in their efforts to embrace elements of multiculturalism, making reference to statements made by prominent historical or contemporary politicians on the subject.
- Alternatively, students may choose to approach the question thematically, evaluating the status of multiculturalist aims in terms of human nature, the state, society and the economy.
- The views of named multiculturalist thinkers.

Students who make no reference to thinkers must not be rewarded marks above level 2.

Synoptic links may be found in areas such as democracy, electoral behaviour, interest groups, media, party policies and programmes and political agenda. Any response that does not include synoptic points cannot achieve above level 4.

Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what view students reach. However, their position must be supported by their arguments and examples.

Question 8: 'Ecologism is incompatible with economic growth.' Analyse and evaluate this statement with reference to the ecologist thinkers that you have studied. In your answer you should draw on material from across the whole range of your course of study in Politics.

Indicative content

In the analysis and evaluation of the statement, students should be expected to cover areas such as the following:

- An explanation of the meaning of the terms in question i.e. sustainability and economic growth. For example, the Brundtland Commission's view of sustainable development could be used to form the basis of the evaluation eg. 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'.
- Analysis and evaluation of the debate between ecologists over whether economic growth can ever be reconciled with the needs of the environment.
- Evaluation of the contrasting beliefs of light green notions and dark greens, as exemplified by the light green notion of stewardship v. the more ideological dark green approach advocated by writers such as Arne Næss and James Lovelock,
- Analysis of core issues that pose problems to ecologist ideas about economy. For example, the issue of the exploitation / management of finite resources versus environmental concerns. In their evaluation, students may well conclude that ecologists / environmentalists are fundamentally divided on the question of whether or not any degree of economic development is compatible with the needs of the environment
- The views of named ecological thinkers.

Students who make no reference to thinkers must not be rewarded marks above level 2.

Synoptic links may be found in areas such as democracy, electoral behaviour, interest groups, media, party policies and programmes and political agenda. Any response that does not include synoptic points cannot achieve above level 4.

Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what view students reach. However, their position must be supported by their arguments and examples.

Question 9: 'The term anarchism encompasses such a wide range of ideas that it can hardly be considered a single ideology.' Analyse and evaluate this statement with reference to the anarchist thinkers that you have studied. In your answer you should draw on material from across the whole range of your course of study in Politics.

Indicative content

In the analysis and evaluation of the statement, students should be expected to cover areas such as the following:

- An explicit understanding and explanation of the term anarchism that might well incorporate a literal definition i.e. 'no government', followed by an analysis of the implications of this in the light of the statement.
- Analysis of the commonalities that exist between different types of anarchism, with reference to the core principles of autonomy of the individual, opposition to and abolition of coercive relationships, opposition to government and society without government. This could lead to an evaluation that challenges the premise of the statement. Ideas of named anarchist thinkers should supplement this analysis and evaluation.
- Analysis of the various different strands of anarchist thought, with explicit reference to individual named thinkers.
- Contrast between the individualist and collectivist traditions, specifically with reference to views on human nature, the state, society, and the economy
- Analysis of the sheer range of ideas that are said to fall under the anarchist umbrella, beyond the simple individualist and collectivist divisions e.g. anarcho-communism, anarcho-syndicalism, eco-anarchism, anarcho-feminism etc.
- The views of named anarchist thinkers.

Students who make no reference to thinkers must not be rewarded marks above level 2.

Synoptic links may be found in areas such as democracy, electoral behaviour, interest groups, media, party policies and programmes and political agenda. Any response that does not include synoptic points cannot achieve above level 4.

Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what view students reach. However, their position must be supported by their arguments and examples.