

# Mark Scheme (Results)

Summer 2013

GCE Government & Politics  
Other Ideological Traditions  
6GP04 4B

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Summer 2013

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## **June 2013 – Unit 4B**

- 1 Distinguish between the nation and the state, and explain why the two terms are often confused.**
- 2 How and why have ecologists shown a concern about future generations?**
- 3 Why is the distinction between sex and gender crucial to feminist analysis?**
- 4 Explain the key ideas of liberal nationalism.**
- 5...On what grounds have multiculturalists supported minority rights?**
- 6 To what extent is feminism defined by the quest for gender equality?**
- 7 'Ecologists reject the idea that human needs and interests are of overriding importance.' Discuss.**
- 8 To what extent is multiculturalism a single doctrine?**

<b>No. 1</b>	<b>Distinguish between the nation and the state, and explain why the two terms are often confused.</b>
Indicative content ( <i>this is not an exhaustive account of relevant points</i> )	
<p>Nations are, most basically, cultural entities, groups of people who share the same language, religion, traditions and so forth. At a deeper level, nations can be seen to have a psycho-cultural character, as nations are ultimately defined subjectively, by their members belief in nationhood, no nation is culturally homogeneous.</p> <p>States, by contrast, are political entities, political associations that establish sovereign jurisdiction within defined territorial political borders. States are therefore defined by citizenship rather than by nationality.</p> <p>Nations and states are commonly confused for at least two reasons:</p> <ul style="list-style-type: none"> <li>• Thanks to the potency of nationalism over some 200 years, the boundaries of the nation and the borders of the state generally overlap in the modern world, most states now being nation-states. Nationality and citizenship therefore often coincide, blurring the distinction between nations and states.</li> <li>• National patriotism commonly involves the aspiration to achieve sovereign statehood, whether this is brought about by independence or unification. This why nations are sometimes seen not merely as psycho-cultural entities, but as psycho-political entities.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited knowledge of the distinction between the nation and the state.</li> <li>• Limited knowledge of at least one reason why states and nations may be confused.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear explanation the distinction between the nation and the state.</li> <li>• Clear explanation of at least one reason why states and nations may be confused.</li> </ul>	
<b>LEVELS</b>	<b>DESCRIPTORS</b>
<i>Level 3</i> (11-15 marks)	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<i>Level 2</i>	Limited to sound:

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

<b>No. 2</b>	<b>How and why have ecologists shown a concern about future generations?</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Ecologists have shown a concern about future generations because of their commitment to environmental sustainability, the capacity of a natural system to maintain its health and continue in existence over a period of time. Shallow ecologists thus tend to extend the notion of human interests to encompass the human species, making no distinction between those currently alive (the present generation) and those who have yet to be born (future generations). In particular, future generations are entitled to enjoy living standards no less advantageous than those enjoyed by the present generation, a stance that has significant implications for our dependence on, and the rate at which we use, finite natural resources.</p> <p>This concern about future generations has been advanced in a number of ways, including the following:</p> <ul style="list-style-type: none"> <li>• It has been thought of as a natural duty, cross-generational justice being an extension of a moral concern for our own children.</li> <li>• It can be seen as an expression of ecological stewardship, the idea that no generation 'owns' nature; rather each generation merely protects and conserves nature for the benefit of generations to come. This argument is sometimes linked to conservative thinking about the nature of tradition and the idea that society is a partnership between the living and the dead.</li> <li>• Liberals have sometimes used the principle of individualism to acknowledge the rights of individuals yet to be born.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited knowledge of why ecologists have shown a concern about the welfare of future generations.</li> <li>• Some awareness of how ecologists have shown a concern about the welfare of future generations.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear explanation of why ecologists have shown a concern about the welfare of future generations.</li> <li>• Limited knowledge of how ecologists have shown a concern about the welfare of future generations.</li> </ul>	
<b>LEVELS</b>	<b>DESCRIPTORS</b>
<i>Level 3</i>	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes,</li> </ul>

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

<p><b>No. 3</b></p>	<p><b>Why is the distinction between sex and gender crucial to feminist analysis?</b></p>
<p>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</p>	
<p>Feminists have placed a particular emphasis on the distinction between sex and gender. In their view, sex refers to biological differences between females and males, differences that are natural and therefore unalterable. Gender, on the other hand, refers to the different roles that society ascribes to men and women, usually imposed through contrasting stereotypes of 'masculinity' and 'femininity'. Sex is therefore 'given', while gender is 'constructed'.</p> <p>This distinction has crucial to feminist analysis because it emphasises that women's physical, biological and anatomical make-up does not determine their social position or political status. Sex is thus not destiny. Patriarchy can be overthrown as gender roles and stereotypes are challenged and rejected.</p> <p>Note: a knowledge of feminist traditions that reject the distinction (e.g. difference feminism) is not relevant to this question.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited knowledge of the distinction between sex and gender.</li> <li>• Limited knowledge of why the distinction is crucial to feminist analysis.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear explanation of the distinction between sex and gender.</li> <li>• Clear explanation of why the distinction is crucial to feminist analysis.</li> </ul>	
<p><b>LEVELS</b></p>	<p><b>DESCRIPTORS</b></p>
<p><i>Level 3</i> (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><i>Level 2</i> (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>

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

<b>No. 4</b>	<b>Explain the key ideas of liberal nationalism.</b>
Indicative content ( <i>this is not an exhaustive account of relevant points</i> )	
<p>Liberal nationalism is characterised by a variety of ideas, including the following:</p> <ul style="list-style-type: none"> <li>• Liberal nationalism is a principled form of nationalism that extend to the nation many of the rights and entitlements normally associate with the individual. Individual freedom therefore implies national self-determination.</li> <li>• The key goal of liberal nationalism is the establishment of a world of sovereign nation-states, in which each nation-state is equal.</li> <li>• Liberals favour a civic understanding of nationhood, which places common values at least on par with a common culture, and is therefore tolerant and inclusive.</li> <li>• Liberal nationalists believe that the national principle is consistent with international peace and harmony, suggesting that nationalism is compatible with internationalism and cosmopolitanism.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited knowledge of at least one key idea of liberal nationalism.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear explanation of at least two key ideas of liberal nationalism.</li> </ul>	
LEVELS	DESCRIPTORS
<p><i>Level 3</i> (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><i>Level 2</i> (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>

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

No. 5	On what grounds have multiculturalists supported minority rights?
Indicative content ( <i>this is not an exhaustive account of relevant points</i> )	
<p>Minority rights are rights that belong to a specific ethnic, religious or cultural group, rather than the whole society. They are sometimes called ‘special’ rights.</p> <p>Multiculturalists have defended minority rights on a number of grounds, including the following:</p> <ul style="list-style-type: none"> <li>• They can be seen as a guarantee of individual freedom and personal autonomy, usually by liberal multiculturalists. In this sense, cultural membership helps to promote personal self-respect.</li> <li>• They have been portrayed, particularly by pluralist multiculturalists, as a defence against oppression, preventing the values and lifestyles of minority communities being devalued or ridiculed.</li> <li>• They can be a way of redressing social injustice, especially through positive discrimination.</li> <li>• They may stem from the right to self-government, in the case of national minorities that have been subject to colonial subjugation.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited, and probably implicit, knowledge of the nature of minority rights.</li> <li>• Limited knowledge of at least one ground on which multiculturalists have supported minority rights.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear, but possibly implicit, understanding of the nature of minority rights.</li> <li>• Clear explanation of at least two grounds on which multiculturalists have supported minority rights.</li> </ul>	
LEVELS	DESCRIPTORS
<p><i>Level 3</i></p> <p>(11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>

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

No. 6	To what extent is feminism defined by the quest for gender equality?
Indicative content ( <i>this is not an exhaustive account of relevant points</i> )	
<p>Feminism has traditionally been defined by its quest for gender equality. This applies in the case of feminists who believe in androgyny, who seek to achieve women’s liberation by <i>transcending</i> ‘difference’; that is, gender disparities that advantage men at the expense of women. In this view, the goal of feminism is to achieve genderless personhood, and a society in which gender ceases to structure a person’s social role and prospects. Liberal feminists understand the quest for equality in terms of equal rights and equal opportunities, especially in the public realm. Socialist feminists place an emphasis on social equality and combating capitalism. Radical feminists, for their part, are primarily concerned with the quest for equal personal power, power, above all, in the personal sphere.</p> <p>However, so-called difference feminists have questioned the role of equality in promoting women’s liberation. This stance is based on the belief that there are profound and perhaps ineradicable differences between women and men, believed by essentialist feminists to stem for biological and hormonal differences between the sexes. In this view, liberation is achieved <i>through</i> difference, equality being seen as part of the problem, not part of the solution. In particular, equality encourages women to be ‘male identified’, offering a bogus model of liberation that glorifies male norms and standards and perpetuates female oppression.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited knowledge of how feminism has been defined by the quest for gender equality.</li> <li>• Limited knowledge of why and how feminists have challenged the goal of gender equality.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear explanation of how feminism has been defined by the quest for gender equality.</li> <li>• Clear explanation of why and how feminists have challenged the goal of gender equality, with some ability to evaluate the balance between the rival arguments.</li> </ul>	
AO1	Knowledge and understanding
<i>Level 3</i> (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<b>A02</b>	<b>Intellectual skills</b>
<i>Level 3</i> (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
<i>Level 2</i> (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
<i>Level 1</i> (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
<b>A02</b>	<b>Synoptic skills</b>
<i>Level 3</i> (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
<i>Level 2</i> (5-8 marks)	Limited to sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
<i>Level 1</i> (0-4 marks)	Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions
<b>A03</b>	<b>Communication and coherence</b>
<i>Level 3</i> (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

<b>No. 7</b>	<b>'Ecologists reject the idea that human needs and interests are of overriding importance.' Discuss.</b>
Indicative content ( <i>this is not an exhaustive account of relevant points</i> )	
<p>Deep ecologists clearly reject the idea that human needs and interests are of overriding importance. The tendency to understand morality in terms of the interests of humankind is an example of anthropocentrism, and this is the underlying cause of environmental degradation, from the perspective of deep ecologists and eco-feminists. If human needs and interests prevail, nature is treated as a mere resource with no consideration for ecological balance or sustainability. Ecologism must instead embrace ecocentrism, viewing nature as an interconnected whole and refuse to give precedence to the interests of any species, including humankind.</p> <p>Shallow or humanist ecologists, on the other hand, argue that the interests of humankind and those of nature are compatible, often giving priority to the former over the latter. They claim to practice a form of enlightened anthropocentrism, which emphasises that the long term interests of humans can only be properly safeguarded within a framework of sustainability. Quite simply, destroying the planet benefits no members of the human species. This is a position that is advanced most clearly by modernist ecologists, who believe that it is possible to uphold ecological sustainability and economic growth at the same time, but eco-socialists and eco-anarchists are no less anthropocentric in orientation.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited knowledge of why deep ecologists in particular have rejected the idea than human needs and interests are of overwhelming importance.</li> <li>• Limited knowledge of forms of ecologism that view the interests of humankind and nature as compatible, or which take human needs to be of overriding importance.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear explanation of why deep ecologists in particular have rejected the idea that human needs and interests are of overriding importance.</li> <li>• Clear explanation of forms of ecologism that view the interests of humankind and nature as compatible, or which take human needs to be of overriding importance. Some ability to evaluate the balance between rival arguments is also demonstrated.</li> </ul>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<i>Level 3</i> (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i>	Very poor to weak knowledge and understanding of relevant institutions,

(0-4 marks)	processes, political concepts, theories or debates
<b>A02</b>	<b>Intellectual skills</b>
<i>Level 3</i> (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
<i>Level 2</i> (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
<i>Level 1</i> (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
<b>A02</b>	<b>Synoptic skills</b>
<i>Level 3</i> (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
<i>Level 2</i> (5-8 marks)	Limited to sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
<i>Level 1</i> (0-4 marks)	Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions
<b>A03</b>	<b>Communication and coherence</b>
<i>Level 3</i> (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

<b>No. 8</b>	<b>To what extent is multiculturalism a single doctrine?</b>
Indicative content ( <i>this is not an exhaustive account of relevant points</i> )	
<p>Multiculturalism is a single doctrine in the sense that all multiculturalists seek to balance the need for diversity against the continuing need for unity. In particular, they practice a common politics of recognition, acknowledging the importance of cultural belonging, and allowing marginalised groups to assert themselves whilst also accepting that these groups are part of a larger political community.</p> <p>However, different multiculturalists have different views about the proper balance between unity and diversity. This is especially evident in disagreements between liberal multiculturalists and pluralist multiculturalists over whether non-liberal, even anti-liberal, values and practices are legitimate. Pluralists criticise liberals for perpetuating cultural and political biases that favour liberalism and, usually, the interests of dominant groups. Cosmopolitan multiculturalism outlines a stance that differs from both liberalism and pluralism. A further range of disagreements stem from the tension between the goals of cultural mixing and cultural separateness. Cultural mixing is favoured by those multiculturalists who emphasise the benefits of intellectual and moral exchange, both from an individual and a social perspective. Multiculturalists who support separatism, on the grounds that it strengthens cultural embeddedness, argue that it helps to protect marginalised groups whose cultures are in danger of being ‘swamped’ by the dominant culture.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Limited knowledge of common themes within multiculturalism that unite the various sub-traditions.</li> <li>• Limited knowledge of key differences within multiculturalism, in particular between the major traditions.</li> </ul> <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> <li>• Clear explanation of common themes within multiculturalism that unite the various sub-traditions.</li> <li>• Clear explanation of differences within multiculturalism, in particular between the major traditions, with some ability to evaluate the balance between rival arguments.</li> </ul>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<i>Level 3</i> (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<i>Level 1</i> (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>A02</b>	<b>Intellectual skills</b>
<i>Level 3</i> (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
<i>Level 2</i> (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
<i>Level 1</i> (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
<b>A02</b>	<b>Synoptic skills</b>
<i>Level 3</i> (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
<i>Level 2</i> (5-8 marks)	Limited to sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
<i>Level 1</i> (0-4 marks)	Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions
<b>A03</b>	<b>Communication and coherence</b>
<i>Level 3</i> (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

## SUMMARY A2 MARKING GRIDS

*These grids should be used in conjunction with the fuller Level descriptors.*

### PART A - SHORT QUESTIONS (15 marks)

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

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

<b>AO1 / AO2 / Synopticity</b>	
<b>Level 3</b> (Good to excellent)	9-12
<b>Level 2</b> (Limited to sound)	5-8
<b>Level 1</b> (Very poor to weak)	0-4

<b>AO3</b>	
<b>...Level 3</b> (good to excellent)	7-9
<b>...Level 2</b> (Limited to sound)	4-6
<b>...Level 1</b> (Very poor to weak)	0-3

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