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Edexcel

Mark Scheme (Results)

October 2020

Pearson Edexcel GCE

In Politics (9PL0)

Paper 2: UK Government and Non-core Political
Ideas

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Guidelines for Marking Source Question

AO1 (10 marks)

Marks here relate to knowledge and understanding.

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

When the rubric states that candidates should 'use knowledge and understanding to help you analyse and evaluate' it means that candidates should use only knowledge and understanding from the source. Newly introduced own knowledge cannot form the basis for AO2 and AO3 points/marks.

AO2 (10 marks)

Candidates should focus their comparison on analysing the different opinions in the source in terms of similarities and differences. They should look at the different approaches and views that arise from political information and show how these can form the basis for differing opinions.

AO3 (10 marks)

Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the analysis. They should be able to make and form judgments based on the source and they should reach reasoned conclusion.

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

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

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

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

Other valid responses are acceptable

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
<p>1(a) Using the source, evaluate the view that the principal role of backbench MPs is now to hold the government to account.</p>	<p>Points from the source for the view</p> <p>May suffered a historic defeat on Brexit.</p> <p>Whips are weaker and MPs are increasingly willing to defy the whip to hold the government to account and force them to back down.</p> <p>There have been significantly more government defeats in the Commons than in the period 1945 to 1970.</p>	<p>Analysis for the view</p> <p>May suffered the largest Commons defeat in modern parliamentary history which shows that backbench MPs see their principal role as holding the government to account.</p> <p>The increasing number of backbench rebellions and cross party amendments shows that backbench MPs see their principal role as holding the government to account.</p> <p>The substantial increase in the number of government defeats in the Commons, especially since 2017, shows that backbench MPs are taking their role in holding the</p>	<p>Conclusions and judgement for the view</p> <p>We can conclude from this that the principal role of backbench MPs is to hold the government to account.</p> <p>We can conclude from the growth in cross party amendments and backbench rebellions that the principal role of backbench MPs is to hold the government to account.</p> <p>We can conclude from the growth in government defeats that the principal role of backbench MPs is to hold the government to account.</p>

	<p>Backbenchers have increasingly use their powers to hold the government to account,</p> <p>Points from the source against the view</p> <p>Brexit is a one-off.</p> <p>Executive dominance will return.</p> <p>Backbench MPs from the governing party tend to support the executive.</p>	<p>government to account more seriously.</p> <p>The Wright reforms have allowed more independently minded MPs to hold the government to account whilst MPs are more willing to use urgent questions.</p> <p>Analysis against the view</p> <p>May's experience is very unusual and temporary, due to her minority government and the deep Conservative party divisions over Brexit.</p> <p>The electoral system is likely to produce future majority governments (as in the 2019 election) in which the role of backbench MPs will be less significant.</p> <p>Backbench MPs from the</p>	<p>We can conclude from the growing use of their powers, that the principal role of backbench MPs is to hold the government to account.</p> <p>Conclusions and judgement against the view</p> <p>We can form a judgement from that is rare for MPs to hold such power and to see their principal role as holding the government to account</p> <p>We can conclude that due to FPTP, the principal role of backbench MPs is not to hold the government to account but it is a role they play alongside voting on new legislation and legitimising parliamentary decisions.</p>
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	<p>Backbench MPs have other duties such as representing their constituents.</p>	<p>governing party normally support the manifesto and are kept in line by the whip system and patronage.</p> <p>Holding the government to account is only one function of backbench MPs. They also have a duty to represent their constituents and this is why some of them rebelled over Brexit.</p>	<p>We can conclude from this that the principal role of backbench MPs from the governing party is not to hold the government to account but it is a role they play alongside voting on new legislation and legitimising parliamentary decisions.</p> <p>We can conclude that MPs have multiple roles that they regard as equally valuable and important.</p>
	<p>Points based on own knowledge:</p> <ul style="list-style-type: none"> • Blair was very rarely defeated in the Commons. • Governments can use patronage to discourage backbench MPs of the governing party to rebel. • Changes to the select committee system and the introduction of the Liaison Committee have strengthened the role of backbench MPs to hold governments to account. • Governments with large majorities 	<p>NO AO2 is rewarded if linked to new material from Own Knowledge</p>	<p>No AO3 is rewarded if linked to new material from own knowledge</p>

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

		<ul style="list-style-type: none"> • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).
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Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
<p>1(b) Using the source, evaluate the view that the UK's constitution requires major change.</p>	<p>Points from the source for the view</p> <p>It is too easy for a government to make significant constitutional changes.</p> <p>Many principles of the UK's political system exist in only conventions.</p> <p>Blair's constitutional reforms are incomplete.</p>	<p>Analysis for the view</p> <p>Under our uncodified system it is too easy for a government with a majority in the Commons to make significant constitutional changes, including those which affect our fundamental rights.</p> <p>Many of the fundamental principles of the UK's political system exist only in conventions and can be over-ridden. These include parliament's right to vote before taking military action, which May ignored in 2018.</p> <p>The constitutional reforms begun by the Blair government are incomplete. For example, we retain a partially reformed second chamber and the</p>	<p>Conclusions and judgement for the view</p> <p>We can conclude from this that the UK's constitution requires major change, such as codification, since it does not sufficiently limit government power.</p> <p>We can reach a verdict from this that the UK's constitution requires major change.as many key principles are only conventions.</p> <p>We can form a judgement that the incompleteness of the Blair reforms shows that the UK's constitution requires major change.</p>

	<p>The UK is out of step with modern democracies.</p> <p>Points from the source against the view</p> <p>The UK's uncodified constitution has successfully evolved.</p> <p>Much of the UK's constitutional order has been written in to law.</p>	<p>HRA can be repealed by parliament.</p> <p>The UK's system is out of step with other modern democracies, with an appointed rather than elected second chamber, because our system has evolved over a long period of time.</p> <p>Analysis against the view</p> <p>Analysis against this view</p> <p>The UK's uncodified constitution has gradually evolved over a long period of time, adapting and retaining relevant elements that make the system work and protecting our rights.</p> <p>A significant proportion of the UK's constitutional order has been written in to law, such as the HRA and Devolution Acts, and so it is codified to some extent.</p>	<p>We can conclude from the fact that the UK is out of step with other modern democracies that the UK's constitution requires major change.</p> <p>Conclusions and judgement against the view</p> <p>We can reach a verdict that the successful evolution of the UK's uncodified constitution shows that it does not require major change.</p> <p>We can conclude that since much of the UK's constitutional order has been written in to law, this shows that it does not require major</p>
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	<p>Rights in the UK are respected by politicians and protected by the judiciary.</p> <p>Parliamentary sovereignty means that parliament can respond flexibly to any situation..</p>	<p>Rights are now a key part of our culture and our political system. Politicians take into account rights in passing law whilst our rights are protected by the independent judiciary with the passage of the HRA and Constitutional Reform Act.</p> <p>The principle of parliamentary sovereignty means that parliament can legislate to respond appropriately to threats, e.g. terrorism, or to changing realities, such as the desire for devolution, more quickly than in countries with rigid and codified systems.</p>	<p>change.</p> <p>We can form a judgement that since the rights are respected and protected that no major constitutional changes are needed.</p> <p>As Parliament is able to respond flexibly to events, we can conclude that it does not require major change.</p>
	<p>Points based on own knowledge:</p> <ul style="list-style-type: none"> • Successful changes have already been made, such as devolution, and now is the time to let the constitutional changes settle in. • There is no wide-spread public demand to change our constitution. 	<p>No AO2 is rewarded if linked to new material from Own Knowledge</p>	<p>No AO3 is rewarded if linked to new material from Own Knowledge</p>

	<ul style="list-style-type: none">• Our unelected head of state is popular and provides continuity.• Close referendum results, in Scotland and over the EU, show the need for minimum 'super majorities' to provide consent for major constitutional changes.• Political pressure put on the Supreme Court over e.g. the proroguing of Parliament show the need for a clearer separation of powers.• When 'stress tested' over events such as Brexit, some have argued that our system has shown it is unable to cope.		
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-6	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of political information with partial, logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of political information, constructing simple arguments and judgements, many of which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	7-12	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of political information with some focused, logical chains of reasoning, referring to similarities and/or differences within political information, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of political information, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3).
Level 3	13-18	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of political information with focused, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of political information, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).
Level 4	19-24	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of political information, with coherent, logical chains of reasoning, drawing on similarities and differences within political information, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3).
Level 5	25-30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1).

		<ul style="list-style-type: none"> • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).
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Guidelines for Marking Essay Question
<p>AO1 (10 marks)</p> <p>Marks here relate to knowledge and understanding. It should be used to underpin analysis (AO2) and evaluation (AO3)</p>
<p>AO2 (10 marks)</p> <p>Candidates should form analytical views which support and reject the view presented by the question</p> <p>They should look at the different perspectives that arise from the view presented by the question and show how these lay the foundations for a judgement.</p>
<p>AO3 (10 marks)</p> <p>Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the prior analysis.</p>

They should be able to make and form judgments and they should reach reasoned conclusions.

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

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

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

Candidates who do not make any synoptic points cannot enter Level 5

Other valid responses are acceptable

Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
<p>2(a) Evaluate the view that the Supreme Court has too much influence over the executive.</p>	<p>Points for the view</p> <ul style="list-style-type: none"> • It can set aside executive actions under judicial review if they are ultra vires or break the HRA. • It can make a declaration of incompatibility. • Increased judicial independence since the Constitutional Reform Act and the Human Rights Act have led to an increase in the use of judicial review. 	<p>Analysis for the view</p> <ul style="list-style-type: none"> • The SC can set aside executive actions if they are unlawful, irrational or made in the wrong way. E.g. in 2013, the quashing of Jeremy Hunt's decision re the maternity and A and E departments at Lewisham Hospital as it was deemed beyond his legal powers. • The SC can make a declaration of incompatibility with regard to an act of parliament, which has effectively originated from the executive. Whilst not legally binding, such decisions generally lead to the Government proposing changes to the law to satisfy the Court ruling. • The increase in the number of judicial reviews, has slowed down decision making, added costs to public projects and made Ministers increasingly cautious for fear of litigation. 	<p>Conclusions and judgement for the view</p> <ul style="list-style-type: none"> • We can conclude from this that the SC has too much influence over the executive as it has the ability to quash actions of Ministers and government departments. • We can form a judgement from this that the SC has too much influence over the executive as such declarations exert a moral compulsion on the executive to act.. • We can reach a verdict from the increase in judicial reviews, that the SC has too much influence over the executive as it has limited the ability of the executive to deliver effective government.

	<ul style="list-style-type: none">• The SC lacks democratic legitimacy as judges are unelected, unaccountable and socially unrepresentative yet has become involved in political decisions.	<ul style="list-style-type: none">• Even though the SC lacks democratic legitimacy it has been willing to challenge the executive and limit its power, e.g. in both the Article 50 and prorogation cases.	<ul style="list-style-type: none">• The SC has too become too involved in political rather than legal matters and so has much influence for an unelected body over the elected executive in a democracy. <p>Conclusions and judgement against the view</p>
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	<p>Points against the view</p> <ul style="list-style-type: none"> • The SC can't strike down an Act of Parliament. • SC can only interpret the law on cases that are brought before it • The majority of judicial reviews are not upheld and judicial review is used to ensure the rule of law is upheld • The SC is only ruling on legal and constitutional issues, not political 	<p>Analysis against the view</p> <ul style="list-style-type: none"> • The court does not have the power to strike down a statute, only declare it incompatible. This is not legally binding on the executive branch and they can choose what action to take – e.g prisoners votes and civil partnerships. • This means that SC judgements can be overturned by the executive changing the law through parliament, so its influence is limited as in the case of freezing of the assets of terrorists • The SC upholds the rule of law, a key principle of the UK constitution – e.g UNISON case 2017, and in the majority of cases judicial reviews against the executive are not upheld, so its influence is limited. • The SC confines its role to legal matters; in 	<ul style="list-style-type: none"> • We can form a judgement from this that the SC does not have too much influence over the executive as declarations of incompatibility are not legally binding. • We can conclude from this that the SC does not have too much influence over the executive. • We can from a judgement from this that the SC does not have too much influence over the executive as judicial review is crucial to maintaining the rule of law • We can conclude that the SC does not have too much influence over the executive; it is fulfilling its role as a constitutional court.
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	issues.	both prorogation and Article 50 the SC was not ruling on the benefits or otherwise of Brexit but the balance of power between the executive and legislature.	
	Candidates may refer to the following synoptic points: <ul style="list-style-type: none">• The media reporting of important Supreme Court cases, such as on Brexit.• Controversy over the issues of rights in Supreme Court judgements.• Arguments for and against the legitimacy of the Supreme Court.• Differing views and tensions within political parties on the role of the judiciary and the Supreme Court, including in reference to differing views on the HRA and judicial review.		

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

		<ul style="list-style-type: none">• Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2).• Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).
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Question number	AO1 10 Marks	AO2 10 Marks	AO3 10 Marks
<p>2(b) Evaluate the view that since 2010 the UK has seen a return to cabinet government.</p>	<p>Points for the view</p> <ul style="list-style-type: none"> • Cameron led a coalition government rather than a single party, majority government. • There have been 'Big beasts' in cabinets. • May's lost her majority in 2017. • Conservative party divisions mean cabinet has been more prominent. 	<p>Analysis for the view</p> <ul style="list-style-type: none"> • Cameron led a coalition government with cabinet members from another party and so cabinet became more influential in shaping policy. • 'Big beasts' in cabinets, such as George Osborne and Boris Johnson gave cabinet a more prominent role. • May's snap election in 2017 led to her losing her majority, losing the support of her party and seriously weakened her position as PM and cabinet taking more of a role in shaping policy. • Conservative party divisions over 'Brexit' seriously weakened May's position and cabinet took a more prominent role in shaping government policy towards e.g. the 'Brexit' deal. 	<p>Conclusions and judgement for the view</p> <ul style="list-style-type: none"> • We can form a judgement from Cameron's experience of coalition government that we have seen a return to cabinet government. • 'Big beasts' in cabinets, such as George Osborne and Boris Johnson gave cabinet more prominence and we can conclude from this that we have seen a return to cabinet government. • May's minority government weakened her authority as PM and we can form a judgement from this that we have seen a return to cabinet government. • Conservative party divisions over 'Brexit' seriously weakened May's position and we can conclude from this that we have seen a return to cabinet government. <p>Conclusions and judgement against the view</p>

	<p>Points against the view</p> <ul style="list-style-type: none"> • Cameron was able to implement his austerity policies. • Cameron used the coalition 'quad' to bypass Cabinet. • PMs have used their positions as party leader, the power of patronage and the convention of collective responsibility to dominate their cabinet. • The PM increasingly bypasses Cabinet through the use of special advisers and Cabinet Committees. 	<p>Analysis against the view</p> <ul style="list-style-type: none"> • Cameron was able to implement his austerity policies with little effective opposition from his coalition cabinet. • Cameron used the coalition 'quad' to take major decisions outside of full cabinet in an approach similar to that of Wilson's Kitchen Cabinet. • PMs have used their position as party leader, the power of patronage and the convention of collective responsibility to dominate their cabinets. Boris Johnson has established a Cabinet of loyalists in a style similar to Thatcher post 1983. • The bypassing of Cabinet, particularly with the perceived dominance of Dominic Cummings in the Johnson 	<ul style="list-style-type: none"> • We reach a verdict that the ease with which Cameron was able to implement austerity means that we have not seen a return to cabinet government. • We can conclude from the use of the 'quad' from 2010-15 that we have not seen a return to cabinet government. • We can form a judgement that the position of party leader, the power of patronage and convention of collective responsibility means that we have not seen a return to cabinet government. • We can conclude from the bypassing of Cabinet, that there has been no return to Cabinet government.
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		administration and the use of Cabinet Committees by Theresa May, increases the control of the Prime Minister over Cabinet.	
	Candidates may refer to the following synoptic points: <ul style="list-style-type: none">• The importance of the media in the fortunes of prime ministers.• The mandate a prime minister can claim from achieving a large Commons majority.• FPTP tends to produce large majorities but delivered hung Parliament in 2010 and 2017.• The importance of unity and divisions within parties, affecting the power of prime ministers.		

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

		<p>synoptic points (AO1).</p> <ul style="list-style-type: none"> • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).
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Guidelines for Marking Political Ideas Questions (non -core)

AO1 (8 marks)

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

AO2 (8 marks)

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

AO3 (8 marks)

Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the prior analysis. They should be able to make and form judgments and they should reach reasoned conclusions.

Candidates must consider both sides presented in the question.

The judgement a candidate reaches about these sides should be reflected in their conclusion.

Candidates who *do not* refer to specific thinkers from the relevant section of the specification in the question raised and/or/only consider one side cannot

achieve beyond Level 2.

Accept any other valid responses and use of other appropriate thinkers identified in the specification.

Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
<p>3(a) To what extent are anarchist views on human nature utopian?</p>	<p>Points for the view</p> <ul style="list-style-type: none"> Anarchists have a utopian view of human nature in that it is based on false assumptions. Both collectivist and individualist anarchists believe that human nature is the basis of a natural order. Collectivist anarchists have a utopian view of the potential of human nature. <p>Points against the view</p>	<p>Analysis for the view</p> <ul style="list-style-type: none"> Anarchists, particularly collectivist anarchists who see the potential for humans to be social and cooperative, have a utopian view of human nature believing that this will be the basis of future anarchist society. Anarchists believe that society will have a natural order in the absence of a state. This belief is based on their view of human nature. The belief that human nature is created by the social, political and economic environment so changes to this environment can change human nature. <p>Analysis against the view</p> <ul style="list-style-type: none"> Anarchists have complex (Bakunin) rather than utopian view of human 	<p>Conclusions and judgement for the view</p> <ul style="list-style-type: none"> We can therefore reach a verdict that anarchist views on human nature are utopian. We can form a judgement that this shows that anarchist views on human nature are utopian. We can conclude that by the removal of the state and coercion will change human nature for the good for most anarchists. <p>Conclusions and judgement against the view</p> <ul style="list-style-type: none"> We can form a judgement that some anarchist views on human nature are not utopian but complex and even pessimistic where power is concerned.

	<ul style="list-style-type: none"> • For collectivist anarchists, the state distorts and corrupts our human nature. • Individualist anarchists have a more realistic view of human nature than collectivist anarchists. • Collective Anarchists, in contrast to individualist anarchists, feel that their view of human nature is rooted in science so is not utopian, 	<p>nature that it has the potential for goodness and corruption and it is the state and power that corrupts human nature whereas individualist anarchists see the state as a restriction of freedom and individualism (Stirner).</p> <ul style="list-style-type: none"> • Some individualist anarchists have a more egotistical (Stirner) and therefore realistic view of human nature which is not based on a social and cooperative nature but self-interest. • In nature, sociability and cooperation, or Mutual Aid, is the key for ongoing survival and evolution – hence the need to cooperate and work together is natural not utopian. (Kropotkin). The removal of the state will allow human nature to flourish 	<ul style="list-style-type: none"> • We can conclude from this that individual anarchists and collectivist anarchist disagree over whether their views of human nature are utopian. . • We can conclude that collectivist anarchists disagree with individualist anarchists and see their view of human nature rooted in science and so is not utopian.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	5–9	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).
Level 3	10–14	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).
Level 4	15–19	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).
Level 5	20–24	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1). • Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and

		<p>convincing connections between ideas and concepts (AO2).</p> <ul style="list-style-type: none">• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).
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Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
<p>3(b) To what extent do anarchists agree on the need for common ownership in a future anarchist society?</p>	<p>Points for the view</p> <ul style="list-style-type: none"> • Most anarchists believe that private ownership and capitalism is exploitative and undermines freedom. • Most collectivist anarchists support common ownership • Many collectivist anarchists argue for small-scale economic systems based on cooperation and mutual aid. <p>Points against the view</p>	<p>Analysis for the view</p> <ul style="list-style-type: none"> • Most anarchists argue that private property creates exploitative relationships and undermines freedom • Collectivist anarchists believe the economy should be ordered on a collectivist basis where workers can enjoy the fruits of their labour as economic freedom is built on the concept of equality. • Many anarchists argue for a more devolved and small-scale economy based on communes, based around common ownership, that are self-managing and voluntarily joined together in federations. <p>Analysis against the view</p> <p>Anarcho-capitalists support capitalism and</p>	<p>Conclusions and judgement for the view</p> <ul style="list-style-type: none"> • We can therefore conclude that most anarchists agree on the need to remove private property and capitalism to build the future society. • From the rejection of capitalism, we can form a judgement that anarchists agree on the need for common ownership in a future anarchist society. • From the emphasis on small-scale economies, we can form a judgement that anarchists agree on the need for self-managing communes built around common ownership in a future anarchist society. <p>Conclusions and judgement against the view</p>

	<ul style="list-style-type: none"> • Whilst anarcho-capitalists support private property and capitalism, it is rejected by other anarchists. • Collectivist anarchists are divided over the need for common ownership. • Some collectivist anarchists support the idea that all products should be at the disposal of the whole community, others believe the workers should keep the fruits of their labour 	<p>private property, seeing it as central to economic freedom whilst collectivist anarchists oppose private property and capitalism as exploitative.</p> <ul style="list-style-type: none"> • Mutualists support see possession or use rights, rather than private property or common ownership as the key to economic freedom (Proudhon) whilst collectivists (Bakunin) and anarcho-communists (Kropotkin) support common ownership of the means of production to deliver economic freedom. • Mutualists (Proudhon) and collectivists (Bakunin) believe workers should keep the fruits of their labour whilst anarcho-communists believe products should be held in common ownership. 	<p>We can conclude from this that anarchists disagree on the need for common ownership in a future anarchist society.</p> <ul style="list-style-type: none"> • We can form a judgement that there are divisions on whether common ownership or mutualism should be the basis of the future society. • We can reach a verdict that anarchists disagree on the need for common ownership in a future anarchist society.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	5–9	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).
Level 3	10–14	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).
Level 4	15–19	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).
Level 5	20–24	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1). • Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and

		<p>convincing connections between ideas and concepts (AO2).</p> <ul style="list-style-type: none">• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).
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Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
<p>4(a) To what extent is ecologism more united than divided?</p>	<p>Points for the view</p> <ul style="list-style-type: none"> • Ecologists are united over their approach to understanding society and reject anthropocentrism. • Ecologists reject consumerism and materialism. • Most ecologists argue for 'sustainable' economies. 	<p>Analysis for the view</p> <ul style="list-style-type: none"> • Ecologists take a holistic approach (Carson) to understanding society and our relationship with nature should move away from selfish anthropocentrism. • Ecologists are united in rejecting consumerism and materialism as it links human happiness to material wealth (Schumacher) and see consumption of goods as the end goal of society. • Most ecologists argue for sustainability due to the limits to growth so there is a need for changes in the patterns of production and consumption. <p>Analysis against the view</p>	<p>Conclusions and judgement for the view</p> <ul style="list-style-type: none"> • We can conclude from this that ecologists are more united than divided on their holistic approaches so understanding society and its relationship with nature. • We can reach a verdict that ecologists are more united than divided in their approach towards consumerism and materialism. • We can form a judgement that ecologists are more united than divided in their support for sustainability. <p>Conclusions and judgement against the view</p>

	<p>Points against the view</p> <ul style="list-style-type: none"> • There are divisions over holism and anthropocentrism. • There are deep divisions over whether radical change or reform is needed. • Deep greens and social ecologists are divided from shallow greens over sustainability 	<ul style="list-style-type: none"> • There are huge divisions between deep greens who support radical holism and ecocentrism (Leopold) whilst shallow greens support limited holism and enlightened anthropocentrism. • Both deep greens and social ecologists believe that a radical break with existing patterns of production and consumption is needed (Schumacher), whilst shallow greens believe a reformist approach is needed. • Deep greens and social ecologists (Bookchin) favour strong sustainability and the overthrow of capitalism whilst shallow greens favour a weak sustainability that can be achieved within capitalism. 	<ul style="list-style-type: none"> • We can conclude that the gaps between deep and shallow greens are so wide that ecologism is more divided than united. • We can form a judgement that since the view of deep greens and social ecology over the need for radical change not the reform of shallow greens reflects that ecologism is deeply divided. • We can reach a verdict that the views of deep greens and social ecology are radically different from shallow greens reflecting a deep divide in ecologism.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	5–9	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).
Level 3	10–14	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).
Level 4	15–19	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).
Level 5	20–24	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues,

		<p>which are selected effectively in order to underpin analysis and evaluation (AO1).</p> <ul style="list-style-type: none">• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).
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Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
<p>4(b) To what extent do ecologists agree on the type of future economy they wish to create?</p>	<p>Points for the view</p> <ul style="list-style-type: none"> • Most ecologists reject materialism and consumerism. • Most ecologists believe that there are limits to growth so there needs to be changes to patterns of growth and consumption. • Deep greens and social ecology reject capitalism 	<p>Analysis for the view</p> <ul style="list-style-type: none"> • Most ecologists argue for a future economy which is not based on the wastefulness of consumerism and materialism and linking happiness to material wealth (Schumacher). • Most ecologists argue for a future economy based on the principle of sustainability. • Deep greens and social ecology argue for a future economy based on small scale production for use, organised at a local level using local resources and skills (Bookchin) (Schumacher). 	<p>Conclusions and judgement for the view</p> <ul style="list-style-type: none"> • We can reach a verdict that this approach to economic growth shows that ecologists largely agree on the type of future economy they wish to create. • We can conclude from this that ecologists largely agree on the type of future economy they wish to create. • We can form a judgement that deep greens and social ecology agree on the type of future economy they wish to create. <p>Conclusions and judgement against the view</p>

	<p>Points against the view</p> <ul style="list-style-type: none"> • Ecologists support very different future economic systems. • There are disagreements among ecologists over the nature of sustainability. • Deep greens argue for a future stand-still economy based on zero growth. 	<p>Analysis against the view</p> <ul style="list-style-type: none"> • There is a wide disagreement between shallow greens who favour a capitalism that works within the limits of nature (Carson) and deep greens and social ecology who wish to replace capitalism. • There are wide disagreements over whether sustainability should be strong (deep greens and social ecology) or weak (shallow greens). • Deep greens and social ecology reject economic growth and argue for a steady state future economic model which rejects traditional economics (Schumacher) whilst shallow greens argue for smarter but slower growth. 	<ul style="list-style-type: none"> • We can conclude from this that ecologists do not agree on the type of future economy they wish to create. • We can form a judgement that social ecologists do not agree on the type of future economy they wish to create. • We can reach a verdict that the social ecologist and deep green rejection of economic growth shows that ecologists do not agree on the type of future economy they wish to create.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	5–9	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).
Level 3	10–14	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).
Level 4	15–19	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).

Level 5	20-24	<ul style="list-style-type: none">• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1).• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).
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Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
<p>5(a)</p> <p>To what extent do feminists agree over the best ways to achieve social change?</p>	<p>Points for the view</p> <ul style="list-style-type: none"> • Most feminists agree that we must challenge gender stereotyping. • Most feminists argue that patriarchy must be overcome. • Most feminists argue that women must overcome inequalities in the economy. <p>Points against the view</p>	<p>Analysis for the view</p> <ul style="list-style-type: none"> • Most feminists argue that we need to challenge gender stereotyping in order to achieve social change to create a future where 'sex' and 'gender' are clearly distinguished (Gilman) (De Beauvoir). • Most feminists argue that patriarchy oppresses women and therefore it must be overcome in order to achieve social change.(Millett) • The division between the public and private spheres, whereby women are pushed into domestic responsibilities and men into paid, high status work, must be removed. 	<p>Conclusions and judgement for the view</p> <ul style="list-style-type: none"> • We can conclude that most feminists agree that challenging gender stereotyping is an important method of achieving social change. • We can reach a verdict that most feminists agree that overcoming patriarchy is an important method of achieving social change. • We can form a judgement that most feminists agree overcoming inequalities in society is a key way of achieving social change. <p>Conclusions and judgement against the view</p>

	<ul style="list-style-type: none">• Liberal feminists argue for gradual reforms, other feminists support more radical change.• Radical feminists and socialist feminists disagree on the means of achieving social change.• Postmodern feminists disagree with other feminists on whether there is a single explanation for the oppression of women and so look to challenge all the intersecting forms of oppression (bell hooks).	<p>Analysis against the view</p> <ul style="list-style-type: none">• Liberal feminists argue for gradual reforms to secure legal and political equality and by changing attitudes over time while radical, socialist and postmodern feminists argue for much more radical means to achieve social change.• While both radical and socialist feminists support much more radical change in society, socialist feminists argue that capitalism is the primary source of female oppression whilst radical feminists see patriarchy as the primary source of oppression.• Postmodern feminists argue that not all women are oppressed in the same way, and so all these different forms oppression (patriarchy, race, class, religion) must be challenged in society to achieve social change.	<ul style="list-style-type: none">• We can conclude that feminists do not agree on the best ways of achieving social change• We can conclude that although socialist and radical feminists agree that change should be radical, they disagree on what that change needs to be.• We can conclude that postmodern feminists disagree with other feminists about how to achieve social change.
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	5–9	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).
Level 3	10–14	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).
Level 4	15–19	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).

Level 5	20-24	<ul style="list-style-type: none">• Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1).• Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2).• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).
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Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
<p>5(b) To what extent do feminists agree that patriarchy is based on human nature?</p>	<p>Points for the view</p> <ul style="list-style-type: none"> • Difference feminists believe that patriarchy is based on human nature. • Difference feminists seek to promote women's innate values and qualities • Difference feminists support essentialism over androgyny. 	<p>Analysis for the view</p> <ul style="list-style-type: none"> • Difference feminists believe that men are innately different from women and that this is the basis of women's exploitation through patriarchy, arguing patriarchy is an expression of men's aggressive and oppressive nature. • Because they believe that patriarchy stems from human nature, difference feminists favour celebrating women's values and nature, believing this is a better basis for society than masculine values based on destruction. • Some feminists argue that there are essential, innate differences between men and women. This essentialist view seeks to aspire to womanhood, not personhood. 	<p>Conclusions and judgement for the view</p> <ul style="list-style-type: none"> • We can form a judgement that difference feminists agree that patriarchy is based on human nature. • We can conclude that feminists who seek to celebrate women's values over men's agree that patriarchy is based on human nature. • We can reach a verdict that essentialist feminists agree that patriarchy is based on human nature.

	<p>Points against the view</p> <ul style="list-style-type: none"> • The vast majority of feminists reject the difference feminists' view that patriarchy is based on human nature. • The majority of feminists argue that patriarchy is a social construct. • Socialist feminists believe that patriarchy is caused by capitalism 	<p>Analysis against the view</p> <ul style="list-style-type: none"> • Almost all feminists are equality feminists rejecting the view that men and women are innately different. They argue that humans are naturally androgynous, and that patriarchy is not based on human nature but on gendered relationships which can and should be changed. (de Beauvoir) (hooks) • The majority of feminists argue that patriarchy is a social construct that can and should be challenged and overturned to the benefit of both all. (Millett) • Socialist feminists disagree with difference feminists in arguing that the primary cause of patriarchy is 	<p>Conclusions and judgement against the view</p> <ul style="list-style-type: none"> • We can conclude from this that most feminists disagree that patriarchy is based on human nature. • We can form a judgement that most feminists disagree that patriarchy is based on human nature as it is a social construction. • We can reach a verdict that socialist feminists disagree that patriarchy is caused by human nature.
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		capitalism, not human nature. (Rowbotham).	
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–4	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences, making simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	5–9	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).
Level 3	10–14	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).
Level 4	15–19	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).
Level 5	20–24	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1). • Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and

		<p>convincing connections between ideas and concepts (AO2).</p> <ul style="list-style-type: none">• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).
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Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
<p>6(a) To what extent does multiculturalism's support for minority rights promote divisions in society?</p>	<p>Points for the view</p> <ul style="list-style-type: none"> • The conservatism criticism of supporting minority rights is that it promotes division. • The conservative criticism of representation rights is that positive discrimination is unfair. • The conservative criticism of support for minority rights undermines a common culture. 	<p>Analysis for the view</p> <ul style="list-style-type: none"> • Minority rights emphasise the divisions between groups in society, by making minority groups look inwards rather than outwards, rather than what they have in common. • Positive discrimination leads to resentment and division among different groups in society by creating resentment among the majority culture and undermining minority achievement. • Promoting minority rights can be seen as undermining the common culture necessary for a cohesive and harmonious society. There can be no diversity within unity. <p>Analysis against the view</p>	<p>Conclusions and judgement for the view</p> <ul style="list-style-type: none"> • We can conclude from this that support for minority rights promotes divisions in society. • We can form a judgement that conflicts and controversy over representation rights shows that support for minority rights promotes divisions in society. • We can reach a verdict that that support for minority rights promotes divisions in society. <p>Conclusions and judgement against the view</p>

	<p>Points against the view</p> <ul style="list-style-type: none"> • In contrast to the conservative criticism, liberal and pluralists multiculturalists support minority rights as they promote integration not divisions. • Positive discrimination helps to redress past injustices. • Whilst multiculturalists support minority rights, they do so for different reasons. 	<p>The promotion of minority rights is necessary to recognise (Taylor) the different cultures within society and this leads to greater integration into a wider, diverse multicultural society (Kymlicka).</p> <ul style="list-style-type: none"> • Positive discrimination helps to redress the balance of historical and institutional discrimination against some groups and leads to greater social cohesion by ensuring that minority cultures are represented in all areas of public life (Kymlicka). • Liberal multiculturalists believe minority rights ensures justice, freedom and autonomy which necessary for integration (Kymlicka) whilst pluralist multiculturalists see state support for minority rights as promoting cultural diversity and the ongoing conversations between cultures that balance unity with diversity (Parekh) 	<p>From this we can reach a verdict that that support for minority rights promotes integration not divisions in society.</p> <ul style="list-style-type: none"> • We can form a judgement from this that positive discrimination promotes integration and does not promote divisions in society. <p>We can conclude that multiculturalist support minority rights as they promote integration not division, but do so for different reasons.</p>
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Level 2	5–9	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).
Level 3	10–14	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences, making mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).
Level 4	15–19	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences, making relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).
Level 5	20–24	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1). • Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and

		<p>convincing connections between ideas and concepts (AO2).</p> <ul style="list-style-type: none">• Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).
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Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
<p>6(b) To what extent do multiculturalists agree over the type of society they wish to create?</p>	<p>Points for the view</p> <ul style="list-style-type: none"> • Multiculturalists oppose assimilation and support integration. • Multiculturalists promote diverse societies. • Many multiculturalists support minority rights. 	<p>Analysis for the view</p> <p>Multiculturalists oppose the assimilation as it ignores the importance of culture and identity, leading to alienation, inequality and injustice that undermine the unity of society.</p> <ul style="list-style-type: none"> • Multiculturalists promote diverse societies which are enriched by the different cultures that co-exist within them, creating vibrancy. • Many multiculturalists support the politics of recognition (Taylor) and group differentiated rights (Kymlicka) within societies, in order to meet the needs of all cultures in society. 	<p>Conclusions and judgement for the view</p> <p>We can reach a verdict that the opposition to assimilation shows that multiculturalists agree over the type of society they wish to create.</p> <p>We can form a judgement that the support for diversity shows that multiculturalists agree over the type of society they wish to create.</p> <p>We can conclude that support for minority rights shows that multiculturalists agree over the type of society they wish to create.</p>

	<p>Points against the view</p> <p>There is disagreement between cosmopolitan multiculturalists and the rest of multiculturalism</p> <ul style="list-style-type: none"> • Multiculturalists disagree over tolerance and diversity. • Some multiculturalists emphasise supporting minority rights but for different reasons. 	<p>Analysis against the view</p> <p>Whilst all multiculturalists support a diverse society, cosmopolitan multiculturalists support this to allow individuals to pick and mix from different cultures till cultural differences dissolve into one single identity and culture rather than valuing cultural diversity as a good in itself (Parekh) .</p> <ul style="list-style-type: none"> • Multiculturalists disagree over the proper limits of tolerance in society and therefore the extent of diversity they are willing to support in society. Liberal multiculturalists support shallow diversity whilst pluralist multiculturalist support deep diversity and oppose liberal universalism (Parekh). • Some multiculturalists put more emphasis on creating societies that support minority rights with liberal multiculturalists seeing this as promoting justice and individualism (Kymlicka) rather 	<p>Conclusions and judgement against the view</p> <p>We can conclude from these differences between multiculturalists over cosmopolitanism that they disagree over the type of society they wish to create.</p> <p>We can form a judgement that these differences over the limits of tolerance and the nature of diversity shows that multiculturalists disagree over the type of society they wish to create.</p> <p>We can reach a verdict that these differences over minority rights shows that multiculturalists disagree over the type of society they wish to create.</p>
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		than because diversity is a cultural good in its own right (pluralist multiculturalism) and where society should show it accepts all cultures in order to create a deep sense of belonging (Parekh).	
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Level 2	5-9	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences, making some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions (AO3).

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Level 5	20–24	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political concepts, theories and issues, which are selected effectively in order to underpin analysis and evaluation (AO1). • Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning making cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).

Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
<p style="text-align: center;">7(a)</p> <p>To what extent is nationalism more united than divided?</p>	<p>Points for the view</p> <ul style="list-style-type: none"> • Nationalists are united in their belief in the centrality of the nation and in their support for patriotism. • Most Nationalists are united in their support for nation states and self-determination. • Many nationalists see internationalism as a way of uniting the world. 	<p>Analysis for the view</p> <ul style="list-style-type: none"> • All nationalists believe in the centrality of the nation as a political unit (Rousseau) and see patriotism as key to establishing and maintaining national identity (Mazzini). • Most Nationalists support self-determination and the creation of nation states as a vital expression of the nationalist impulse.. • liberal internationalism is a way of looking beyond the nation whilst recognising national identities 	<p>Conclusions and judgement for the view</p> <ul style="list-style-type: none"> • We can reach a verdict that nationalists are more united than divided in their belief in the centrality of the nation and patriotism. • We can form a judgement that most nationalists are more united than divided in their support for nation states and self-determination. • We can conclude that internationalism is an area of agreement between some strands of nationalism.

	<p>Points against the view</p> <ul style="list-style-type: none"> • There are divisions over self-determination. • Nationalists are divided over whether they interpret the nation in an inclusive or exclusive way. • Nationalists are divided over the ideal international order. 	<p>Analysis against the view</p> <ul style="list-style-type: none"> • Whilst some nationalists (liberal, anti/post-colonial) believe in self-determination, expansionist nationalists don't believe all nations are entitled to self-determination (Maurras) • Conservative nationalists see a shared culture as a defining feature of the nation (von Herder) whereas liberal nationalism interprets the nation in a more inclusive way. • Nationalists are divided over their views on internationalism, and the international order of nation-states with liberal nationalists believing in a peaceful order based on mutual respect and autonomy and chauvinist nationalists believing in a more competitive and aggressive struggle for dominance between nation-states. 	<p>Conclusions and judgement against the view</p> <ul style="list-style-type: none"> • We can conclude that the divisions in nationalism are very deep. • We can conclude from the differences between nationalists around exclusivity or inclusivity, that nationalism is more divided than united. • We can form a judgement that these differences over the international order show that nationalism is more divided than united.
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Question number	AO1 (8 Marks)	AO2 (8 Marks)	AO3 (8 Marks)
<p>7(b) To what extent do nationalists have a pessimistic view of human nature?</p>	<p>Points for the view</p> <ul style="list-style-type: none"> • Some nationalists have a pessimistic view of human nature • Some nationalists' pessimistic view of human nature impacts on their view of the nation. • Some nationalists' pessimistic views of human nature impacts on their view of other nations. 	<p>Analysis for the view</p> <ul style="list-style-type: none"> • For conservative nationalists and expansionist nationalists have a pessimistic view in that they see humans as not rational and security seeking. • Conservative nationalists see human nature as driving the desire to belong to nation based around a common culture that is distinctive and needs to be protected by the state. Expansionist nationalist commitment to the nation is all encompassing; an integral nationalism that places the nation above the individual. <p>Conservative nationalists view of human nature leads to a need for the state to reflect the distinct national spirit and culture of each nation (von Herder). Expansionist nationalists View is based on chauvinism; the feeling of superiority to other nations (Maurras) and the desire to dominate them</p>	<p>Conclusions and judgement for the view</p> <p>We can conclude from this that some nationalists have a pessimistic view of human nature.</p> <ul style="list-style-type: none"> • we can conclude that conservative and expansionist nationalists' view of human nature is pessimistic and impacts on their view of the nation. • We can form a judgement that conservative and expansionist nationalists have a pessimistic view of human nature and this impacts on their view of other nations.

	<p>Points against the view</p> <ul style="list-style-type: none"> • Liberal and anti/post-colonial nationalists have a more positive view of human nature; • Liberal and anti/post-colonial nationalists have a more positive view of human nature and this impacts on how they view the nation; • Liberal and anti/post-colonial nationalists have a more positive view of human nature and this impacts on how they view the other nations; 	<p>Analysis against the view</p> <p>Liberal and anti/post-colonial nationalism is based on a rationalist and progressive view of human nature</p> <ul style="list-style-type: none"> • This leads to a more inclusive understanding of nationhood and a belief in the ability to live and work together in harmony. • This leads to the view that anyone with shared values can form or join a nation; liberal internationalism is also based on the belief in nations working together promotes mutual understanding and cooperation. 	<p>Conclusions and judgement against the view</p> <p>We can reach a verdict that liberal and anti/post-colonial nationalists do not have a pessimistic view of human nature.</p> <ul style="list-style-type: none"> • We can conclude from this that liberal and anti/post-colonial nationalists have a positive view of human nature and more inclusive sense of nationhood. • We can form a judgement that this positive view of human nature impacts on their nationalist outlook.
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