



Mark Scheme (Results)

November 2021

Pearson Edexcel GCE

In Politics (9PL0)

Paper 1: UK Politics and Core Political Ideas

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General Marking Guidance

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

Guidelines for Marking Source Question

AO1 (10 marks)

Marks here relate to knowledge and understanding.

When the rubric on the exam paper states that candidates must 'analyse and evaluate **only** the information presented in the source' it means that candidates should only use points referenced in the source to develop AO2 & AO3.

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

AO2 (10 marks)

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

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

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.

AO3 (10 marks)

Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the analysis. They must make and form judgments based on the source and they should reach a reasoned verdict which comes down on one side throughout their response.

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

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

Other valid responses are acceptable

1a Using the source evaluate the view that opinion polls bring more disadvantages than advantages to elections and referendums		
Points in agreement		
AO1	AO2	AO3
Opinion polls are often inaccurate and can give false information to the electorate as they cast their vote in elections and referendums	This may mean that voters may change their minds based on incorrect facts. Thus they are misleading	We can reach the verdict that this is very damaging as opinion polls are shaping rather than reflecting the political landscape
Opinion polls may lead to parties changing their policy and stances on certain topics.	This may arise from outside interests attempting to influence choice in elections and referendums This may make political parties' hostages to the fortunes of incorrect opinion polls	We can conclude that opinion polls undermine the democratic process of elections and referendums.
Opinion polls can cause voters to vote tactically in elections	This means that opinion polls thwart a voter's primary goal and for them to abandon their first voting preference	Tactical voting undermines democratic representation and highlights a failure of the democratic process
Opinion polls can have an adverse impact on turnout.	This can arise on two fronts. If a person feels that their party is way ahead they may not bother to vote – equally if a person feels that their party, according to opinion polls, has no chance they do not vote	We can conclude that opinion polls damage or limit turnout by reducing turnout
Points in disagreement		
AO1	AO2	AO3

Opinion polls can show a clear trend in the fortunes of political parties as shown in 2017 Other examples can be used	Some opinion polls were accurate in identifying the fortunes of political parties in the GE of 2017 Other examples can be used	We can conclude that opinion polls give an accurate picture of how the public feel about opinion polls
They can show the public's views on parties' policies	Opinion polls become sounding boards for differing policy options	We can come to the judgment that opinion polls help parties formulate policy which has public approval
Opinion polls are a key part of the free media and of the process of election and referendum campaigns	We are not presented with just one 'official' opinion polls - there are very many and each has an element of variance	We can conclude that all 'opinion' polls are useful indicators and have become an integral part of the UK democratic process
Opinion polls can have a positive impact on turnout	When results are close, opinion polls can motivate people to vote	We can conclude that opinion polls enhance democracy by increasing turnout
Own knowledge not in the source which may be considered as AO1 include For the premise: <ul style="list-style-type: none"> • The media likes to sensationalise the results of opinion polls • Often members of the public do not provide their real voting intention to pollsters. • Polls could lead leaders to take wrong courses of action Against the premise: <ul style="list-style-type: none"> • Polls are an essential element of modern politics • Parties rely on them - they commission their own polls to inform them • No political party has ever blamed 	NO AO2 is rewarded if linked to new material from Own Knowledge	No AO3 is rewarded if linked to new material from Own Knowledge

their defeat on the polls – and are aware of their limits		
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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). • 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).

1b Using the source, evaluate the view that in a democracy MPs are free to ignore referendum results and their own political party's manifesto		
Points in agreement		
AO1	AO2	AO3
When facts and circumstances change MPs should be free to change their minds	New information and circumstances may mean that earlier promises were wrong and the right thing to do is to alter tack	We can conclude that MP can be flexible and react to events and can change their minds
MP's have the right to vote according to their conscience	Some issues go above party politics. They remain accountable to their constituents at the next election	We can conclude that elected representatives must be free to vote with their conscience but will still be held to account by the electorate.
According to Burke, MPs are chosen for their overall ability and have licence to act freely	MPs are seen to be professional politicians and should think long term and for the good of the wider community they represent.	We can conclude that MPs are specialists in whom the electorate surrender their views to once elected.
MPs should be free of the confines and restrictions of political parties	It could be argued that political parties quash free and open debate within their ranks and are run by narrow elite.	For democracy to serve the interests of the whole we can conclude that the narrow views of parties can be ignored
Points in disagreement		
AO1	AO2	AO3
MPs gain their positions via political party affiliation	MPs stand under the banner of a political party – upholding the views set out in their manifesto. The party organises their campaign both physically and financially. If MPs swap parties or become independent, they should seek re-election	We can conclude that it is an abandonment of trust and honour if they deviate from the official party line.
MPs have a duty to follow the wishes of the electorate who voted for them	The electorate put their faith in the MP they chose – and the views on key topics that were expressed before the election. They have a duty to abide by those wishes.	Democracy and legitimacy, we may conclude, would be clouded and uncertain if MPs did not abide by the preferences their electorate had made
It is undemocratic to make decisions which go against previous promises which were made by a party	We can view that MPs who are elected by their constituents standing on a party ticket are not free to make individual decisions. Their	We reach the verdict that those elected by their constituents have a type of binding contract to uphold and keep in line with their previous platform

	position is instead one of a party representative.	
A mandate is linked to the manifesto as an endorsed plan which will be enacted if elected	The system of democracy works on a commitment to election manifestos and party unity within Parliament. MP's who go against this undermine their own legitimacy.	We can reach the verdict that the legitimacy of the political system relies on MP's being faithful to the electorate.
<p>Own knowledge not in the source which may be considered as AO1 include</p> <p>For the premise:</p> <ul style="list-style-type: none"> • Political parties are broad churches and all members cannot be in a political straightjacket • Manifesto promises can be interpreted differently by individual MPS • Manifestos are chosen by the elite in political parties and have no grassroots origin and cannot command universal loyalty <p>Against the premise:</p> <ul style="list-style-type: none"> • We would not have organised and accountable government if the mandate and manifesto were ignored • How can the public have trust in politicians if they do not declare their support of the party platform • MPs can use their individual conscience only on free votes only 	No AO2 is rewarded if linked to new material from Own Knowledge	No AO3 is rewarded if linked to new material from Own Knowledge

when there is no officially declared party policy		
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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

		<p>concepts (AO2).</p> <ul style="list-style-type: none"> • Constructs mostly relevant evaluation of political information, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused and justified conclusions (AO3).
Level 5	25-30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). • Perceptive comparative analysis of political information, with sustained, logical chains of reasoning, drawing on similarities and differences within political information, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of political information, constructing fully effective arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).

Guidelines for Marking Essay Question

AO1 (10 marks)

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

AO2 (10 marks)

Candidates should form analytical views which support or reject the view presented by the question
They should look at the different perspectives that arise from the view presented by the question and show how these lay the foundations for a judgement.

AO3 (10 marks)

Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the analysis.
They must make and form judgments and they should reach a reasoned verdict which comes down on one side throughout their response.

Candidates must consider both views in their answers in a balanced way.
The judgement a candidate reaches about these views should be reflected throughout their response.

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

Other valid responses are acceptable

2a. Evaluate the view that the emergence of multiple parties in the UK means that the Westminster electoral system must be changed.		
Points in agreement		
AO1	AO2	AO3
Support for many parties is now widespread in all parts of the UK. This was highlighted in 2015 Other examples can be used	The Labour and Conservative parties no longer dominate the choices made by the UK electorate	We can conclude that given the support for other parties, the share of the seats they receive is unfair.
In the devolved regions, more accurate representation is obtained with systems of PR which reflects the wide spectrum of political parties	When we compare systems other than FPTP we can see a more accurate reflection of the choices people made at the ballot box	Electoral change to the Westminster system can be judged to be crucial to represent support for more parties
Tactical voting is a consequence of the FPTP in Westminster, a change to PR would allow the electorate to vote for their first-choice party.	Tactical voting creates resentment within the electorate and makes them feel their vote is meaningless. Other systems like STV make every vote matter	It is easy to conclude that the need for tactical voting under FPTP shows it undermines democracy
FPTP works when there is a binary choice – it fails miserably when more than two parties contest elections. It denies a voice to many voters.	Some Westminster constituencies can have a 3 or 4 way split. This can lead to less than 25% of the eligible electorate producing an MP for the whole constituency.	We can conclude that the increase of popularity of other parties increases the unfairness of results.
Points in disagreement		
AO1	AO2	AO3
The Westminster system may have some imperfections, but its strong points outweigh the negatives – such as, in the main, delivering strong and stable government without coalitions	In the vast majority of cases, it has delivered governments able to implement a manifesto promises and claim a mandate	We can conclude that effective single party governments are formed, which is a vital mechanism for accountability
The Westminster system provides a local linkage of an MP speaking on behalf of a constituency, unlike some forms of PR	In a multi-member constituency as under PR an area has many and varies competing voices. Under FPTP a single MP speaks with authority for all	We can conclude that having a clear, local representative is an important part of the democratic electoral process

<p>The Westminster system keeps out smaller, single issue. This enables the larger parties to adopt their views if popular and represent the electorate in this way</p>	<p>Under FPTP it is hard for these smaller parties, whose vote is often not concentrated, to gain a significant foothold and use this to play a larger part in the government than their support may warrant.</p>	<p>We can conclude that under FPTP the two major parties have a wide collection of ideas which covers the political spectrum – but allows government to be effective</p>
<p>The Westminster system is also good at providing and ensuring accountability, and also being a vehicle for major changes</p>	<p>FPTP provides party accountability when they seek re-election and gives the voters the chance to throw out those with whom it dislikes. A FPTP system is also good at introducing 'sea change' politics and we see this is certain 'watershed' election such as 1997.</p>	<p>Without FPTP our democracy would be weaker and less transparent, and it would be hard to introduce major shifts in policy and ideas.</p>

Level	Mark	
	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,

		<p>theories and issues, which are effectively selected in order to underpin analysis and evaluation (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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2b Evaluate the view that the influence of the media in politics is exaggerated; it is not heavily biased and has little power of persuasion		
Points in agreement		
AO1	AO2	AO3
The media follows and endorses public opinion as opposed to creating and leading it	At its core the media – especially the press, has to sell copy to survive, and it has a tendency to print and publish what its readers wish to hear and what the public are interested in at any given time.	Hence the press can be seen more as a mirror of opinion that as its catalyst.
The variety and sheer number of media outlets and sources means that all shades of opinion have an outlet to provide balance	If we analyse this aspect we can see that although one section of the press imply one political view there is always a counter argument. In addition the sheer breadth of social media now presents a greater diversity of views	We arrive at the conclusion that voters simply read and follow a media outlet which matches their political beliefs and not one which challenges it or seeks to change it.
Certain types of media such as broadcasting have clear guidelines where impartiality and time allocated to political parties is clearly monitored.	It is hard to argue that TV is heavily biased – given the rules on broadcasts. Also, the audience for political party broadcasts is not huge, and there is falling levels of trust.	We can reach a verdict that broadcast media is legally bound to impartiality and is has little power of persuasion.
People have stronger influences in their political compass – such as age, class and region, which often cannot be altered by the media	We can see that the press and social media outlets are biased – but despite this– other parties still enjoy success – the left and nationalist parties fare well despite the media not being in their control. This is because factors other than the media exert more influence.	We reach a judgment that the power of persuasion of the press is limited when we evaluate the importance of other factors in politics such as age, gender class and region.
Points in disagreement		
AO1	AO2	AO3
The role and scope of the media continues to evolve and have impact – whether this be the print or social media	Ownership of the press often reflects the political views of their owners. New forms of media still continue to replicate that bias – hence social media outlets again repeat the messages of the press	The role, form and scope of the media changes over time. The decline of print and the rise of social media outlets shows that they remain persuasive, but just changed form
Most people gain their political facts and opinions from the media.	Voters do not live in a vacuum – they absorb the vast bulk of their political information from multiple media outlets.	Thus we can conclude that voters can be swayed by arguments made by the media.

<p>Political parties focus attention on the various media forms as they believe it makes an impact on outcomes. That is why communication experts now are central to political campaigns.</p>	<p>Therefore the money they spend on media campaigns and the influence they exert has a direct effect on their support. This is true for elections and also referendums.</p>	<p>Thus we can conclude the money that parties spend on the media and their visibility in the media affects their electoral outcomes.</p>
<p>Recent elections show that the party that handles the media well secures victory at the polls. If the media attack a leader or party it can cause enormous damage.</p>	<p>It is not only a matter of money – it is also about style and how politicians and political parties handle events and challenge and are thus portrayed by the media. Labour was effective in 1997 as the Conservatives were in the 1980s</p>	<p>We can conclude that how a leader and party are portrayed by the media matters.</p>

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

		consistently substantiated and lead to fully focused and justified conclusions (AO3).
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Guidelines for Marking Political Ideas Questions

AO1 (8 marks)

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

AO2 (8 marks)

Candidates should form analytical views which support or reject the view presented by the question
They should look at the different perspectives that arise from the question and show how these lay the foundations for a judgement.

AO3 (8 marks)

Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the analysis.
They must make and form judgments and they should reach a reasoned verdict which comes down on one side throughout their response.

Candidates must consider both sides presented in the question otherwise the mark is capped in Level 2 The judgement a candidate reaches about these views should be reflected throughout their response.

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

The specific thinkers for liberalism are Locke, Wollstonecraft Mill Rawls and Friedan

The specific thinkers for conservatism are Hobbes, Burke, Oakeshott, Rand and Nozick

Other appropriate thinkers identified which are relevant may gain credit but they cannot be substituted for the demand to name at least two of the specified thinkers to avoid the level 2 cap,

Accept any other valid responses.

3a To what extent is liberalism more concerned with society than the economy?		
Points in disagreement		
AO1	AO2	AO3
For all liberals both classical and modern, society and the economy were central (Locke)	These two views and principles are indivisible – and to place one of more importance to other would deny the larger picture which liberalism subscribes to	To conclude, all liberals promote a free society and a capitalist economy.
For all liberals, both the freedom of the economy and a free society were part of the wider ideals which they wished to promote.	A free economy was vital for both innovation and growth in the economy and in society.	We can conclude that a freedom in the economy leads to a society where individual choice is supreme
Liberals have been radical in their approaches to the economy and to society	Liberals were the first to promote the idea of a free society where individuals were paramount and included in this ideal was a free-market economy	We can conclude that for liberals their concern for society and the economy has given them a radical edge.
Points in agreement		
AO1	AO2	AO3
Modern and classical liberals disagree over the significance of the economy over society	Classical liberals believe that a thriving free market economy was the vehicle for a free society, whereas Modern liberals place the needs of wider society above an un-regulated economy (Rawls)	We can conclude that classical liberals value the economy, but modern liberals place a higher value on society than on the economy
Liberals like Mill argued that human flourishing and individuality were important aspects of a liberal society	However, these notions of a society where individuals can flourish are hindered by a laissez-faire economy	To conclude, the economy can work against the aims of society
Liberals value the principle of equality of opportunity in society	However, whereas classical liberals believe this is delivered by a free-market economy, modern liberals disagree	Showing that modern and classical liberals disagree over whether the economy can deliver key societal aims

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).

		<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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3b To what extent is there more to unite rather than divide the New Right from One-Nation conservatives?		
Points in agreement		
AO1	AO2	AO3
Both strands agree that there must be a state in society and that it can be a positive force	Both strands agree that the state needs to defend property, traditional values and institutions	We can see that in this way, both strands agree over the state.
Both strands agree that society has to be protected by a series of clear and robust law and order policies.	Both One Nation and New Right agree that order in society is promoted by well enforced laws. Also, that humans need clear moral direction.	We reach the judgement both agree over law and order in society.
Both strands in conservatism support and uphold the system of capitalism as the only manner in which to run the economy	Both recognise the benefits of private property and property ownership and prefer it to common ownership in the economy (Burke)	We may come to the verdict that both have a pro-business approach
Points in disagreement		
AO1	AO2	AO3
One nation conservatives hold an organic view of society (Burke) whereas elements in the new right are much more in favour of an individualist view of society. (Rand, Nozick)	For one nation conservatives society is viewed as a whole and all parts connected – in contrast neo-liberalism within the new right value self-reliant individuals.	We can conclude that these two views of society are quite distinct and each posits a different approach in how society functions best
One nation values are based on an imperfect view of human nature whereas the elements of the New Right appear to support the idea of human rationality (Rand)	One nation ideas about paternalism, tradition and organicism are based on human imperfection (Hobbes) whereas the neo-liberal commitment to free markets, low taxes and small state suggest a belief in human rationality	There is clear disagreement between these two strands of conservatism over human nature
One nation conservatives are willing to use the state to interfere in the economy, as they are pragmatic (Oakeshott), by contrast the new right argue for little or no intervention in a free market by the state, and are ideologically driven. (Rand, Nozick)	One nation conservatives are paternalistic in their approach and take a pragmatic view; in contrast the new right believe in a meritocratic approach, and take a highly ideologically stance to many issues including state interference	We come to a judgment that conservatism has contrasting, often polar opposite views on core principles

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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