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# **GCE A LEVEL MARKING SCHEME**

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**SUMMER 2024**

**A LEVEL  
GOVERNMENT & POLITICS – UNIT 3  
1160U30-1**

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## **About this marking scheme**

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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**GCE A LEVEL GOVERNMENT & POLITICS**  
**UNIT 3 – POLITICAL CONCEPTS AND THEORIES**  
**SUMMER 2024 MARK SCHEME**

**Marking guidance for examiners**

**Summary of assessment objectives for Unit 3**

The questions in Section A assess both AO1 and AO2. The questions in Section B assess both AO1 and AO3. The question in Section C assesses all three assessment objectives. The assessment objectives focus on the ability to demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and issues; the ability to interpret and apply political information to identify and explain relevant similarities, differences, and connections; and the ability to analyse and evaluate the areas of government and politics studied to construct arguments, make substantiated judgements and draw conclusions.

**The structure of the mark scheme**

The mark scheme for Section A, Section B and Section C has two parts:

- an assessment grid advising bands and associated marks that should be allocated to responses which demonstrate the characteristics needed in AO1, AO2 and AO3.
- advice outlining indicative content which can be used to assess the quality of the specific response. The content is not prescriptive, and candidates are not expected to mention all the material referred to. Examiners should seek to credit any further admissible evidence offered by the candidates.

**Deciding on the mark awarded within a band**

- The first stage for an examiner is to use both the indicative content and the assessment grid to decide the overall band.
- The second stage is to decide how firmly the characteristics expected for that band are displayed.
- Thirdly, a final mark for the question can then be awarded.

**Organisation and communication**

This issue should have bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark in the band.

**Level Descriptors**

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. The following grid should inform your decision as to which band the answer belongs:

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Thorough</b>	<ul style="list-style-type: none"> <li>• Aware of a wide range of detailed and accurate knowledge.</li> <li>• Demonstrates fully developed understanding that shows relevance to the demands of the question.</li> <li>• Precision in the use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding are consistently applied to the context of the question.</li> <li>• Is able to form a clear, developed and convincing interpretation that is fully accurate.</li> <li>• Is able to fully identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are used in a consistently appropriate and effective way.</li> <li>• Evidence is selected to construct an effective and balanced argument.</li> <li>• Detailed and substantiated evaluation that offers secure judgements leading to rational conclusions.</li> </ul>
<b>Reasonable</b>	<ul style="list-style-type: none"> <li>• Has a range of detailed and accurate knowledge.</li> <li>• Demonstrates well developed understanding that is relevant to the demands of the question.</li> <li>• Generally precise in the use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding are mainly applied to the context of the question.</li> <li>• Is able to form a clear and developed interpretation that is mostly accurate.</li> <li>• Is partially able to identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are mostly used in a suitable way and with a good level of competence and precision.</li> <li>• Evidence is selected to construct an accurate and balanced argument.</li> <li>• Detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.</li> </ul>
<b>Adequate</b>	<ul style="list-style-type: none"> <li>• Shows some accurate knowledge.</li> <li>• Demonstrates partial understanding that is relevant to the demands of the question.</li> <li>• Some use of appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding are partially applied to the context of the question.</li> <li>• Is able to form a sound interpretation that shows some accuracy.</li> <li>• Makes some attempt to identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are used in a suitable way with a sound level of competence but may lack precision.</li> <li>• Adequate evidence is selected which may lead to an imbalanced argument.</li> <li>• Sound evaluation that offers generalised judgements and conclusions, with Adequate use of evidence.</li> </ul>
<b>Limited</b>	<ul style="list-style-type: none"> <li>• Limited knowledge with some relevance to the topic or question.</li> <li>• Little or no development seen.</li> <li>• Very little or no use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding are applied in a weak manner to the context of the question.</li> <li>• Can only form a simple interpretation, if at all, with very limited accuracy.</li> <li>• Makes weak attempt to identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are used with limited competence.</li> <li>• Unsupported evaluation that offers simple or no conclusions.</li> </ul>

**Section A Mark bands for Question 1 and Question 2**

Band	Marks	AO1	Marks	AO2
		The learner:		The learner:
4	4	<ul style="list-style-type: none"> <li>shows thorough knowledge and understanding of the concepts raised in the set question</li> <li>uses well-chosen evidence/examples</li> <li>uses material of depth and range</li> <li>makes effective use of terminology.</li> </ul>	10–12	<ul style="list-style-type: none"> <li>applies relevant political knowledge thoroughly</li> <li>interprets political information thoroughly</li> <li>explains relevant similarities, differences and connections thoroughly.</li> </ul>
3	3	<ul style="list-style-type: none"> <li>shows reasonable knowledge and understanding of the concepts raised in the question</li> <li>uses appropriate evidence/examples.</li> <li>uses material of depth and range, but not in equal measure</li> <li>makes good use of terminology.</li> </ul>	7–9	<ul style="list-style-type: none"> <li>applies relevant political knowledge reasonably</li> <li>interprets political information reasonably</li> <li>explains relevant similarities, differences and connections reasonably.</li> </ul>
2	2	<ul style="list-style-type: none"> <li>shows adequate knowledge and understanding of the concepts raised in the question</li> <li>uses evidence/examples that are not always relevant</li> <li>uses material of depth or range</li> <li>uses some appropriate terminology.</li> </ul>	4–6	<ul style="list-style-type: none"> <li>applies relevant political knowledge adequately</li> <li>interprets political information reasonably</li> <li>explains relevant similarities, differences and connections reasonably.</li> </ul>
1	1	<ul style="list-style-type: none"> <li>shows limited knowledge and understanding of the concepts raised in the question</li> <li>uses evidence/examples that are not made relevant</li> <li>uses little terminology.</li> </ul>	1–3	<ul style="list-style-type: none"> <li>applies limited relevant political knowledge</li> <li>offers a limited interpretation of political information</li> <li>offers a limited explanation of relevant similarities, differences and connections.</li> </ul>
	0	Response not creditworthy or not attempted.		

## Question 1

**Explain why there are different Nationalist definitions of the nation.**

**[16]**

Candidates are expected to demonstrate the ability to interpret and apply the different Nationalist definitions of the nation to identify and explain their connection to conservatism. In demonstrating this, candidates are required to give an answer which is focused on the different Nationalist definitions of the nation alongside a discussion of the similarities and differences in approach to the concepts of the different Nationalist definitions of the nation.

The response may consider, but is not limited to, the following:

- Although cultural features are commonly associated with the nation, there is no objective criteria that can establish its existence.
- There are no unique set of external factors that can define a nation. It is only by members defining themselves 'subjectively' that a community becomes a nation.
- Different definitions of the nation have formed due to the combination of objective and subjective factors.
- 'Exclusive' definitions stress the significance of ethnicity and shared history.
- 'Inclusive' definitions highlight the significance of civic consciousness and patriotic loyalty.
- Conservatives and fascists adopt an exclusive view while liberals and socialists tend to an inclusive view of the nation.

## Question 2

**Explain why organic society is fundamental for Conservatism.**

**[16]**

Candidates are expected to demonstrate the ability to interpret and apply their knowledge of why organic society is fundamental for Conservatism. In demonstrating this, candidates are required to give an answer which is focused on Conservatism, alongside a discussion on the similarities and differences in its reasons for why organic society is fundamental for Conservatism.

The response may consider, but is not limited to, the following:

- An organic view of society entails the belief that society's structures and institutions have been shaped by forces that are beyond human control and understanding. This implies that its fragile 'fabric' should be preserved and appreciated by the individuals who live within it.
- The view of an organic society also shapes attitudes to institutions. Institutions evolve and endure for a purpose, so that they contribute to maintaining wider society.
- Any attempt to reform or abolish an institution is fraught with dangers.
- Conservatives regard the family as the most basic institution of organic society and a model for all other social institutions.
- Organicism also underpins the Conservative defence of established values. If morality is a matter of personal choice, as liberals believe, the 'moral fabric' of society is brought into question and the cohesion upon which social order is based.
- Nations are formed naturally, from people who share the same language, history, culture and traditions.

**Section B Mark bands for Question 3, Question 4 and Question 5**

Band	Marks	AO1	Marks	AO3
		The learner:		The learner:
4	7–8	<ul style="list-style-type: none"> <li>shows thorough knowledge and understanding of the concepts raised in the set question</li> <li>uses well-chosen evidence/examples</li> <li>uses material of depth and range</li> <li>makes effective use of terminology.</li> </ul>	13–16	<ul style="list-style-type: none"> <li>provides a thorough analysis and evaluation of the relevant issues</li> <li>offers a thorough discussion with well-developed and balanced arguments</li> <li>provides a logical structure</li> <li>reaches an appropriate conclusion based on the evidence presented.</li> </ul>
3	5–6	<ul style="list-style-type: none"> <li>shows reasonable knowledge and understanding of the concepts raised in the question</li> <li>uses appropriate evidence/examples.</li> <li>uses material of depth and range, but not in equal measure</li> <li>makes good use of terminology.</li> </ul>	9–12	<ul style="list-style-type: none"> <li>provides a reasonable analysis and evaluation of the relevant issues</li> <li>offers a reasonable discussion with well-developed and balanced arguments</li> <li>provides a mostly logical structure</li> <li>reaches a reasonable conclusion based on the evidence presented.</li> </ul>
2	3–4	<ul style="list-style-type: none"> <li>shows adequate knowledge and understanding of the concepts raised in the question</li> <li>uses evidence/examples that are not always relevant</li> <li>uses material of depth or range</li> <li>uses some appropriate terminology.</li> </ul>	5–8	<ul style="list-style-type: none"> <li>provides an adequate analysis and evaluation of the relevant issues</li> <li>offers an adequate discussion with well-developed and balanced arguments</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>offers a reasonable discussion with only one side of the argument.</li> <li>provides adequate structure</li> <li>reaches an adequate conclusion.</li> </ul>
1	1–2	<ul style="list-style-type: none"> <li>shows limited knowledge and understanding of the concepts raised in the question</li> <li>uses evidence/examples that are not made relevant</li> <li>uses little terminology.</li> </ul>	1–4	<ul style="list-style-type: none"> <li>provides a limited analysis and evaluation of the relevant issues</li> <li>offers a limited discussion.</li> <li>provides an answer that lacks structure.</li> <li>offers no conclusion.</li> </ul>
	0	Response not creditworthy or not attempted.		

### Question 3

To what extent is Nationalism a single ideology?

[24]

Candidates are expected to demonstrate the ability to analyse and evaluate the development of Nationalism in order to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this, candidates are required to give an answer which is focused on Nationalism and its critics.

The response may consider, but is not limited to, the following:

Arguments **for** the view that Nationalism is a single ideology.

- **Self-determination** - The goal of Nationalism is to found [establish] the nation-state. The nation-state is the ultimate expression of political organisation. It offers both cultural cohesion and political unity.
- **The nation** - Nations are cultural entities made up of shared values and traditions. The nation is a group of people who regard themselves as a natural political community with a shared sense of loyalty and affection.
- **Culture** - Cultural identity is to be strengthened or defended. Draws on popular rituals, traditions and myths rather than an elite culture.
- **National consciousness** - Nations are organic communities. Humans are naturally divided into nations. Each nation possesses a distinctive character and identity. The bonds of nationhood are fundamental.

Arguments **against** the view that Nationalism is a single ideology.

- **Self-determination** - Liberal Nationalism seeks political independence for cultural nations but denied it to colonies of European powers. Anti-colonial Nationalism distanced itself from western political traditions by constructing its own form of national liberation.
- **The nation** - Liberal Nationalism believes that all nations are equal. Whereas Expansionist Nationalism views some nations to be superior to others.
- **Culture** - Conservative Nationalism insists on a cultural purity that views immigrants as a threat. Civic Nationalism allows for a diversity in ethnic and cultural communities within the nation.
- **National consciousness** - Civic Nationalism highlights the importance of civic consciousness and loyalty allowing a national consciousness to be multi-racial, multi-ethnic and multi-religious. Ethno-cultural Nationalism views national consciousness as exclusive in nature and demands assimilation and cultural purity.

#### Question 4

**‘Liberalism’s views of freedom are more similar than they are different.’ Discuss. [24]**

Candidates are expected to demonstrate the ability to analyse and evaluate Liberalism’s views of freedom in order to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this, candidates are required to give an answer which is focused on Liberalism’s views of freedom.

The response may consider, but is not limited to, the following:

Arguments **for** the view that Liberalism’s views of freedom are more similar than they are different.

- Individual freedom is the supreme political value for Liberalism.
- Freedom is a right, a necessary requirement for leading a human existence.
- Freedom is the only condition in which people can develop their skills and talents and fulfil their potential.
- Freedom gives individuals the ability to seek their own interests through choice: the choice of where to live, who to work for and what to buy.

Arguments **against** the view that Liberalism’s views of freedom are more similar than they are different.

- Negative Freedom versus Positive Freedom
- Classical Liberals believe that freedom consists in each person being left alone, free from interference and able to act in whatever way they may choose. Modern Liberals define freedom as the ability to be one's own master, to be autonomous.
- The Classical Liberal conception of freedom is ‘negative’ in that it is based upon the absence of external restrictions or constraints upon the individual. The Modern Liberal view of freedom as self-mastery requires that the individual be able to develop skills and talents, broaden their understanding, and gain fulfilment.
- These different views of freedom have led liberals to hold hugely different views about the desirable relationship between the individual and the state.

## Question 5

**‘Revolutionary Socialism has been replaced by parliamentary Socialism.’ To what extent do you agree with this viewpoint? [24]**

Candidates are expected to demonstrate the ability to analyse and evaluate the viewpoint – that Revolutionary Socialism has been replaced by parliamentary Socialism – in order to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this, candidates are required to give an answer which is focused on Revolutionary Socialism and Parliamentary Socialism. The response might consider issues such as:

The response may consider, but is not limited to, the following:

Arguments **for** the view that revolutionary Socialism has been replaced by parliamentary Socialism.

- Historical reasons such as the arrival of political democracy led to the possibility of social democracy because the working class constituted the majority in society.
- The state in the power of the working class
- The working class would be able to vote for socialist parties because socialism is in their interests.
- Reform of capitalism, for example, once elected, socialist parties would be able to bring about a gradual, peaceful and inevitable transition from capitalism to socialism.
- The collapse of communism led to the demise of Revolutionary Socialism.

Arguments **against** the view that revolutionary Socialism has been replaced by parliamentary Socialism.

- Historical reasons such as that before political democracy had arrived, revolution was the only practicable way of bringing about political change.
- The State, because it is believed that the state responds only to the interests of the economically dominant class, a peaceful and constitutional transition to socialism through reform is impossible.
- Anti-capitalism, for example, revolution allows all vestiges of the capitalist system, and its supporters, to be removed.
- The advent of anti-capitalist activism has led to renewed interest in Revolutionary Socialism.

**Section C Mark bands for Question 6**

Band	Marks	AO1	Marks	AO2	Marks	AO3
		The learner:		The learner:		The learner:
4	10–12	<ul style="list-style-type: none"> <li>shows thorough knowledge and understanding of the concepts raised in the set question</li> <li>uses well-chosen evidence/examples</li> <li>uses material of depth and range makes effective use of terminology.</li> </ul>	11–14	<ul style="list-style-type: none"> <li>applies relevant political knowledge thoroughly</li> <li>interprets political information thoroughly</li> <li>explains relevant similarities, differences and connections thoroughly.</li> </ul>	11–14	<ul style="list-style-type: none"> <li>provides a thorough analysis and evaluation of the relevant issues</li> <li>offers a thorough discussion with well-developed and balanced arguments</li> <li>provides a logical structure</li> <li>reaches an appropriate conclusion based on the evidence presented.</li> </ul>
3	7–9	<ul style="list-style-type: none"> <li>shows reasonable knowledge and understanding of the concepts raised in the question</li> <li>uses appropriate evidence/examples.</li> <li>uses material of depth and range, but not in equal measure</li> <li>makes good use of terminology.</li> </ul>	7–10	<ul style="list-style-type: none"> <li>applies relevant political knowledge reasonably</li> <li>interprets political information reasonably</li> <li>explains relevant similarities, differences and connections reasonably.</li> </ul>	7–10	<ul style="list-style-type: none"> <li>provides a reasonable analysis and evaluation of the relevant issues</li> <li>offers a reasonable discussion with well-developed and balanced arguments</li> <li>provides a mostly logical structure</li> <li>reaches a reasonable conclusion based on the evidence presented.</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>shows adequate knowledge and understanding of the concepts raised in the question</li> <li>uses evidence/ examples that are not always relevant</li> <li>uses material of depth <b>or</b> range</li> <li>uses some appropriate terminology.</li> </ul>	4–6	<ul style="list-style-type: none"> <li>applies relevant political knowledge adequately</li> <li>interprets political information reasonably</li> <li>explains relevant similarities, differences and connections reasonably.</li> </ul>	4–6	<ul style="list-style-type: none"> <li>provides an adequate analysis and evaluation of the relevant issues</li> <li>offers an adequate discussion with well-developed and balanced arguments</li> </ul> <p><b>Or</b></p> <ul style="list-style-type: none"> <li>offers a reasonable discussion with only one side of the argument.</li> <li>provides adequate structure</li> <li>reaches an adequate conclusion.</li> </ul>
1	1–3	<ul style="list-style-type: none"> <li>shows limited knowledge and understanding of the concepts raised in the question</li> <li>uses evidence/examples that are not made relevant</li> <li>uses little terminology.</li> </ul>	1–3	<ul style="list-style-type: none"> <li>applies limited relevant political knowledge</li> <li>offers a limited interpretation of political information</li> <li>offers a limited explanation of relevant similarities, differences and connections.</li> </ul>	1–3	<ul style="list-style-type: none"> <li>provides a limited analysis and evaluation of the relevant issues</li> <li>offers a limited discussion.</li> <li>provides an answer that lacks structure.</li> <li>Offers no conclusion.</li> </ul>
	0	Response not creditworthy or not attempted.				

## Question 6

**‘Conservatism is the ideology that deals best with challenges of the modern world’.**  
**Evaluate this statement using your knowledge of political theories.**

Candidates are expected to demonstrate the ability to analyse and evaluate the ideology of Conservatism in order to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this, candidates are required to give an answer which is focused on the various responses to the view that Conservatism is the ideology that deals best with challenges of the modern world.

The response may consider, but is not limited to, the following:

Arguments **for** the view that Conservatism is the ideology that deals best with challenges of the modern world.

- **Human Nature** - Rapid technological and social change mean that people fear isolation and instability. They are drawn to the secure and the known and seek the security of knowing ‘their place.’
- **State** - A strong state is favoured by Conservatism to counter the social and economic tensions encountered in the twenty-first century. Conservatives believe that authority is necessary and beneficial as everyone needs the guidance, support and security of knowing ‘where they stand’ and what is expected of them. Authority thus counters rootlessness and anomie. This has led Conservatism to place special emphasis upon leadership and discipline.
- **Society** - Pressures on social institutions are countered by the belief in organicism. Institutions develop and survive for a purpose, and this purpose is that they contribute to maintaining the larger whole. Any attempt to reform or abolish an institution is thus fraught with dangers.
- **Economics** - The pragmatic flexibility of conservative economic thought means that it can adapt to changing economic circumstance. On the one hand, Conservatism can defend unregulated capitalism, while also implement state intervention in times of economic crisis.

Arguments **against** the view that Conservatism is the ideology that deals best with challenges of the modern world.

- **Human Nature** - Issues concerning personal identity have increased in recent decades. Matters concerning gender and race have led to campaigns such as ‘Me Too’ and ‘Black Lives Matter’. These question the status quo and demand a societal change.
- **State** - The economic, environmental and health crises of the twenty-first century have led to a rise in authoritarianism where power is being exerted without the consent of the population. There have been 15 coup d'états since 2010 and over 30 attempted coups.
- **Society** - Elite theories of society highlight the concentration of power in the hands of a small minority and so underline the existence of conflict between ‘the elite’ and ‘the masses’. Social order is explained through advantage, manipulation and coercion rather than consensus.
- **Economics** - Marxist analysis of global financial capitalism is still used to explain the insecure recovery from the 2008 financial crisis. Opposition to 21<sup>st</sup> Century capitalism in some of the most advanced economies has taken the form of openly socialist candidates, exemplified in the UK by Corbyn and in the US by Sanders.