



GCE A LEVEL MARKING SCHEME

SUMMER 2025

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

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.

GCE A LEVEL GOVERNMENT & POLITICS
UNIT 3 – POLITICAL CONCEPTS AND THEORIES
SUMMER 2025 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:

Stamps and annotations used for GCE Government and Politics

Stamp	Annotation	Meaning/use
	Application	<u>Application</u> of political knowledge. Used for AO2
	Correct	Where the comment is correct and/or demonstrates understanding of the factual and/or political material expressed
	Development	Where the argument being presented has gone beyond assertion and utilises supporting material. Used for AO3
	Incorrect	Where the comment is incorrect and/or misunderstands the factual and/or political material expressed.
	Narrative	Valid information is deployed ineffectively – it does not answer the set question
	Not relevant	Invalid information is deployed – it is irrelevant to the set question
	Question mark	The information presented is unclear or vague and/or it is difficult to follow the logic used
	Supported judgement	Notes a clear and supported judgement. Also used for effective summative judgement. Used for AO3
	Underline – Green	Green underline AO1 (knowledge and understanding). Use vertical line for larger areas.
	Underline – Blue	Blue underline AO2 (similarities, differences and connections). Use vertical line for larger areas.
	Underline – Yellow	Yellow underline AO3 (analysis and evaluation). Use vertical line for larger areas.
	Comment box	Using mark scheme terminology provide a brief summative comment for the final mark awarded for each question

	AO1	AO2	AO3
Thorough	- Aware of a wide range of detailed and accurate knowledge. - Demonstrates fully developed understanding that shows relevance to the demands of the question. - Precision in the use of terminology.	- Knowledge and understanding are consistently applied to the context of the question. - Is able to form a clear, developed and convincing interpretation that is fully accurate. - Is able to fully identify and explain similarities, differences and connections where relevant.	- Analysis and evaluation skills are used in a consistently appropriate and effective way. - Evidence is selected to construct an effective and balanced argument. - Detailed and substantiated evaluation that offers secure judgements leading to rational conclusions.
Reasonable	- Has a range of detailed and accurate knowledge. - Demonstrates well developed understanding that is relevant to the demands of the question. - Generally precise in the use of terminology.	- Knowledge and understanding are mainly applied to the context of the question. - Is able to form a clear and developed interpretation that is mostly accurate. - Is partially able to identify and explain similarities, differences and connections where relevant.	- Analysis and evaluation skills are mostly used in a suitable way and with a good level of competence and precision. - Evidence is selected to construct an accurate and balanced argument. - Detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.
Adequate	- Shows some accurate knowledge. - Demonstrates partial understanding that is relevant to the demands of the question. - Some use of appropriate terminology.	- Knowledge and understanding are partially applied to the context of the question. - Is able to form a sound interpretation that shows some accuracy. - Makes some attempt to identify and explain similarities, differences and connections where relevant.	- Analysis and evaluation skills are used in a suitable way with a sound level of competence but may lack precision. - Adequate evidence is selected which may lead to an imbalanced argument. - Sound evaluation that offers generalised judgements and conclusions, with Adequate use of evidence.
Limited	- Limited knowledge with some relevance to the topic or question. - Little or no development seen. - Very little or no use of terminology.	- Knowledge and understanding are applied in a weak manner to the context of the question. - Can only form a simple interpretation, if at all, with very limited accuracy. - Makes weak attempt to identify and explain similarities, differences and connections where relevant.	- Analysis and evaluation skills are used with limited competence. - Unsupported evaluation that offers simple or no conclusions.

Section A
Mark bands for Question 1 and Question 2

Band	Marks	AO1	Marks	AO2
4	4	• Thorough knowledge and understanding of the concepts raised in the set question. • Evidence/examples used are well-chosen. • Depth and range to material used. • Effective use of terminology.	10–12	• Thorough application of relevant political knowledge. • Thorough interpretation of political information. • Thorough explanation of relevant similarities, differences and connections.
3	3	• Reasonable knowledge and understanding of the concepts raised in the set question. • Evidence/examples used are appropriate. • Depth and range to material used, but not in equal measure. • Good use of terminology.	7–9	• Reasonable application of relevant political knowledge. • Reasonable interpretation of political information • Reasonable explanation of relevant similarities, differences and connections.
2	2	• Adequate knowledge and understanding of the concepts raised in the set question. • Evidence/examples used are not always relevant. • Depth or range to material used. • Some appropriate use of terminology.	4–6	• Adequate application of relevant political knowledge. • Adequate interpretation of political information • Adequate explanation of relevant similarities, differences and connections.
1	1	• Limited knowledge and understanding of the concepts raised in the set question. • Evidence/examples used are not made relevant. • Very little use of terminology.	1–3	• Limited application of relevant political knowledge. • Limited interpretation of political information • Limited explanation of relevant similarities, differences and connections.
	0	Response not creditworthy or not attempted.		

01 Explain why constitutionalism is important to liberalism. [16]

Candidates are expected to demonstrate the ability to interpret and apply their knowledge of constitutionalism in order to identify and explain its connection to liberalism. In demonstrating this, candidates are required to give an answer that is focused on constitutionalism and liberalism.

Responses may include, but are not limited to the following points:

- A constitution defines the extent of government power and limits its exercise.
- The powers of government bodies and politicians can be limited by the introduction of external and legal constraints.
- Rights can be entrenched in a written constitution and bill of rights.
- All citizens are given equal legal rights under the principle of the rule of law.
- Separation of powers entails the diffusion of power.
- Other devices can be used to limit the exercise of governmental power, for example the existence of cabinet government, parliamentary government, bicameralism, federalism, devolution and local government.

02 Explain why conservatism has such a strong belief in authority. [16]

Candidates are expected to demonstrate the ability to interpret and apply their knowledge of authority in order to identify and explain its connection to conservatism. In demonstrating this, candidates are required to give an answer that is focused on authority as a fundamental value of conservatism.

Responses may include, but are not limited to the following points:

- Authority is rooted in the nature of society and all social institutions.
- Authority is necessary and beneficial as everyone needs guidance, support and security.
- Authority counters isolation and anomie.
- Authority has the paternalistic capacity to give direction and provide inspiration for others.
- Authoritarian conservatives go further than one nation conservatives and portray authority as absolute and unquestionable.

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

Band	Marks	AO1	Marks	AO3
4	7–8	• Thorough knowledge and understanding of the issue raised in the set question. • Evidence/examples used are well-chosen. • Depth and range to material used. • Effective use of terminology.	13–16	• Thorough analysis and evaluation of the relevant issues. • Thorough discussion with well-developed and balanced arguments. • Structure is logical. • An appropriate conclusion is reached based on evidence presented.
3	5–6	• Reasonable knowledge and understanding of the issue raised in the set question. • Evidence/examples used are appropriate. • Depth and range to material used, but not in equal measure. • Good use of terminology.	9–12	• Reasonable analysis and evaluation of the relevant issues. Reasonable discussion with well-developed and balanced arguments. • Structure is mostly logical. • A reasonable conclusion is reached based on evidence presented.
2	3–4	• Adequate knowledge and understanding of the issue raised in the set question. • Evidence/examples used are not always relevant. • Depth or range to material used. • Some appropriate use of terminology.	5–8	• Adequate analysis and evaluation of the relevant issues. • Adequate discussion with well-developed and balanced arguments. Or Reasonable discussion with only one side of the argument. • Structure is adequate. • A basic conclusion is reached.
1	1–2	• Limited knowledge and understanding of the issue raised in the set question. • Evidence/examples used are not made relevant. • Very little use of terminology.	1–4	• Limited analysis and evaluation of the relevant issues. • Limited discussion. • Answer lacks structure. • No conclusion.
	0	Response not creditworthy or not attempted.		

03 “The defence of institutions that underpin society is the issue that divides conservatism.” Discuss. [24]

Candidates are expected to demonstrate the ability to analyse and evaluate the impact of the defence of institutions in society on conservatism in order to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this, candidates are required to give an answer that focuses on institutions in society and conservatism.

Responses may include, but are not limited to the following points:

Arguments supporting the view:

- The New Right's commitment to individual liberty is at odds with the traditional conservative defence of social institutions.
- Negative freedom, as defended by the New Right, is the removal of external restrictions upon the individual. Whereas traditional conservatism recognises a duty of the individual to social institutions.
- The New Right's protection of individual self-respect and dignity is at risk by interference from social institutions. Traditional conservatism sees the identity of the individual as being defined by social institutions.
- The New Right belief that individuals owe nothing to society and are owed nothing by society. As opposed to traditional conservatism's belief in the connection between society and the individual.

Arguments against the view:

- The fear of the demise of social institutions unites traditional conservatives with neoconservatives. While authority within social institutions can bind people together, the decline in authority has led to a rise in crime.
- Crime and delinquency are countered by a fear of punishment through law and order, and punishment can only be effective if it is severe.
- Social institutions support public morality whereas the freedom to choose one's own morals or lifestyle could lead to the choice of immoral or 'evil' views.
- Neoconservatives and traditional conservatives desire to strengthen national identity in the face of threats from within and without.

Other issues may include the following:

- The economy – laissez-faire economics or planned capitalism.
- The state – minimal state or strong state.
- Human nature – atomised individuals or security seeking creatures.

04 To what extent is socialism divided by capitalism?

[24]

Candidates are expected to demonstrate the ability to analyse and evaluate the impact of capitalism on socialism in order to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this, candidates are required to give an answer which focuses on capitalism and socialism.

Responses may include, but are not limited to the following points:

Arguments that suggest socialism is divided by capitalism:

- Marxists believe capitalism must be destroyed whereas social democrats believe it can be reformed.
- Marxists believe that capitalism can only be rectified through revolution, while social democrats believe capitalism can be tamed through parliamentary democracy.
- Marxist states have sought to control capitalism through state control over the whole economy. Social democratic states view economic policies in terms of equality and social justice.
- Social democrats are willing to accommodate aspects of capitalism. Marxists believe that social change is only possible by ridding society of capitalism.

Arguments that suggest Socialism is not divided by Capitalism:

- Socialism sees the origins of competition and inequality in capitalism.
- Socialism believes that capitalism is unfair. Wealth is produced by the collective effort of human labour and should therefore be owned by the community, not by private individuals.
- Capitalism is morally corrupting. It encourages people to be materialistic and acquisitive.
- Capitalism is divisive and produces conflict in society.

Other issues may include the following:

- The state – as neutral arbiter or tool of the bourgeoisie.
- Democracy – parliamentary development would allow socialism to be achieved, or liberal democracy is a façade.
- The party – should be a mass membership party to win elections or an elite group of committed revolutionaries.

05 “Self-determination is the most important concept of nationalism.” Discuss. [24]

Candidates are expected to demonstrate the ability to analyse and evaluate the importance of self-determination as a concept of nationalism in order to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this, candidates are required to give an answer that focuses on self-determination and other concepts within nationalism.

Responses may include, but are not limited to the following points:

Arguments supporting the view:

- Popular sovereignty – power and authority reside in the nation.
- Nation-state – the goal of self-determination is the founding of the nation-state.
- Unification or independence – self-determination is achieved through either unification or independence.
- Political autonomy – self-determination can also be achieved through devolution, federalism and self-government.

Arguments against the view:

- The nation – viewed as the central principle of political organisation.
- Organic community – humans are naturally divided into nations with distinctive identity.
- Culturalism – the defence of cultural identity is more significant than political goals.
- Xenophobia – the fear of “them” is key to defining “us”.

Section C

Mark bands for Question 6

Band	Marks	AO1	Marks	AO2	Marks	AO3
4	10–12	- Thorough knowledge and understanding of the relevant concepts. - Evidence/examples used are well-chosen. - Depth and range to material used. - Effective use of terminology.	11–14	- Thorough application of political knowledge to the relevant concepts. - Thorough interpretation of political information. - Thorough explanation of relevant similarities, differences and connections.	11–14	- Thorough analysis and evaluation of the relevant concepts. - Thorough discussion with well-developed and balanced arguments. - Structure is logical. - An appropriate conclusion is reached based on evidence presented.
3	7–9	- Reasonable knowledge and understanding of the relevant concepts. - Evidence/examples used are appropriate. - Depth and range to material used, but not in equal measure. - Good use of terminology.	7–10	- Reasonable application of political knowledge to the relevant concepts. - Reasonable interpretation of political information. - Reasonable explanation of relevant similarities, differences and connections.	7–10	- Reasonable analysis and evaluation of the relevant concepts. - Reasonable discussion with well-developed and balanced arguments. - Structure is mostly logical. - A reasonable conclusion is reached based on evidence presented.
2	4–6	- Adequate knowledge and understanding of the relevant concepts. - Evidence/examples used are not always relevant. - Depth or range to material used. - Some appropriate use of terminology.	4–6	- Adequate application of political knowledge to the relevant concepts. - Adequate interpretation of political information. - Adequate explanation of relevant similarities, differences and connections.	4–6	- Adequate analysis and evaluation of the relevant concepts. - Adequate discussion with well-developed and balanced arguments. Or Reasonable discussion with only one side of the argument. - Structure is adequate. - A basic conclusion is reached.
1	1–3	- Limited knowledge and understanding of the relevant concepts. - Evidence/examples used are not made relevant. - Very little use of terminology.	1–3	- Limited analysis and evaluation of the relevant concepts. - Limited interpretation of political information. - Limited explanation of relevant similarities, differences and connections.	1–3	- Limited analysis and evaluation of the impact of Freedom. - Limited discussion. - Answer lacks structure. - No conclusion.
	0	Response not creditworthy or not attempted.				

06 The concept of freedom causes the biggest disagreement between all of the ideologies.” Evaluate this statement using your knowledge of political theories. [40]

In evaluating this viewpoint, candidates are expected to demonstrate the ability to analyse and evaluate the concept of freedom as a cause of disagreement 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 concept of freedom as a cause of disagreement.

Responses may include, but are not limited to the following points:

- Liberalism – freedom is the ultimate defining feature of individualism. Classical liberalism supports negative freedom whereas modern liberalism upholds positive freedom.
- Conservatism – traditional conservatism has been less inclined to champion freedom recognising the significance of duty, responsibility and security. However, the New Right has fully endorsed negative freedom in economics, if not elsewhere.
- Socialism – freedom is the realisation of self-fulfilment. Social democrats have taken this to mean the realisation of individual potential. Marxists have viewed this as only being possible under communism.
- Nationalism – freedom is expressed in collective terms in the context of the nation. For political nationalism this is expressed through self-determination. For cultural nationalism this is connected to the expression of cultural identity.

Other areas of disagreement may include:

- Human Nature – nature or nurture?
- State – minimal or interventionist?
- Society – united or divided?
- Economics – market or planned?