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# **GCE A LEVEL MARKING SCHEME**

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**SUMMER 2019**

**A LEVEL (NEW)  
GOVERNMENT & POLITICS - UNIT 3  
1160U30-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2019 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

**GCE A LEVEL (NEW)  
GOVERNMENT & POLITICS**

**SUMMER 2019 MARK SCHEME**

**UNIT 3: Political concepts and theories**

**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:

- 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.
- An assessment grid advising bands and associated marks that should be allocated to responses which demonstrate the characteristics needed in AO1, AO2 and AO3.

**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 is 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 is 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 is 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 is 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

### Question 1

**Why does Socialism place importance on the concepts of property and public ownership?**

**[16]**

#### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In applying their knowledge, candidates are expected to demonstrate the ability to interpret the concepts of property and public ownership and to identify and explain their connection to Socialism.

In demonstrating this, candidates are required to give an answer which is focused on the socialist interpretations of 'property', alongside a discussion of socialist approaches to the concept of communitarianism, ownership of property and the role of the state. The response might consider issues such as:

- the origins of socialist thought arising from communitarian approaches and the socialist ideological concern that the proletariat should triumph and be able to benefit from the fruits of their labour; theories of the state withering away and the concept of property becoming irrelevant;
- the importance of private property as a fundamental driver of inequality, and defined as goods, possessions, land, money, capital etc.; the concept of 'all property is theft' (Proudhon);
- the importance to different strands of socialist ideology of the role to be played by the state in abolishing wealth and class and transferring the means of production to the proletariat, both during a revolutionary phase and afterwards;
- Modern debate within socialism around social democratic and democratic socialist approaches to the aims for society to which socialism should ultimately be dedicated.
- Any other relevant material.

<b>Band</b>	<b>Marks</b>	<b>AO1</b>	<b>Marks</b>	<b>AO2</b>
<b>4</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of property and public ownership and Socialism.</li> <li>• Evidence/examples used are well-chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• Thorough application of political knowledge of property and public ownership to Socialism.</li> <li>• Thorough interpretation of political information.</li> <li>• Thorough explanation of relevant similarities, differences and connections.</li> </ul>
<b>3</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of property and public ownership and Socialism.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	<b>7-9</b>	<ul style="list-style-type: none"> <li>• Reasonable application of political knowledge of property and public ownership to Socialism.</li> <li>• Reasonable interpretation of political information.</li> <li>• Reasonable explanation of relevant similarities, differences and connections.</li> </ul>
<b>2</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of property and public ownership and Socialism.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Adequate application of political knowledge property and public ownership to Socialism.</li> <li>• Adequate interpretation of political information.</li> <li>• Adequate explanation of relevant similarities, differences and connections.</li> </ul>
<b>1</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of property and public ownership and Socialism.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Limited application of political knowledge property and public ownership to Socialism.</li> <li>• Limited interpretation of political information.</li> <li>• Limited explanation of relevant similarities, differences and connections.</li> </ul>
	<b>0</b>	Response not creditworthy or not attempted.		

## Question 2

**Explain why there are differing views within Conservatism about immigration and rights of minorities.**

**[16]**

### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In applying their knowledge, candidates are expected to demonstrate the ability to interpret the differing views within Conservatism about immigration and the rights of minorities. In demonstrating this, candidates are required to give an answer which is focused on the disputes between different strands of conservative thinking alongside a discussion of the similarities and differences within Conservatism in connection to these issues. The response might consider issues such as:

- The far right conservative views about immigrants perceived as diluting a nation's identity including a perceived threat to conservative institutions such as church and family; perceived ideas of immigration causing economic problems and the disputes around these ideas;
- Some conservative views on a natural hierarchy, inequality and the perceived threat to law and order of immigration; the perceived strain on public services and welfare funded by the public purse caused by immigration; the perceived inequality and unfairness of protecting and enhancing the rights of minorities;
- Paternalistic conservative views on organic society, inclusiveness and 'compassionate conservatism' in relation to the economic and social advantages of immigration and the rights of minorities;
- Any other relevant material.

<b>Band</b>	<b>Marks</b>	<b>AO1</b>	<b>Marks</b>	<b>AO2</b>
<b>4</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of the differing views within Conservatism about immigration and the rights of minorities.</li> <li>• Evidence/examples used are well-chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• Thorough application of political knowledge to the differing views within Conservatism about immigration and the rights of minorities.</li> <li>• Thorough interpretation of political information.</li> <li>• Thorough explanation of relevant similarities, differences and connections.</li> </ul>
<b>3</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the differing views within Conservatism about immigration and the rights of minorities.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	<b>7-9</b>	<ul style="list-style-type: none"> <li>• Reasonable application of political knowledge to the differing views within Conservatism about immigration and the rights of minorities.</li> <li>• Reasonable interpretation of political information.</li> <li>• Reasonable explanation of relevant similarities, differences and connections.</li> </ul>
<b>2</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of the differing views within Conservatism about immigration and the rights of minorities.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Adequate application of political knowledge to the differing views within Conservatism about immigration and the rights of minorities.</li> <li>• Adequate interpretation of political information.</li> <li>• Adequate explanation of relevant similarities, differences and connections.</li> </ul>
<b>1</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the differing views within Conservatism about immigration and the rights of minorities.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Limited application of political knowledge to the differing views within Conservatism about immigration and the rights of minorities.</li> <li>• Limited interpretation of political information.</li> <li>• Limited explanation of relevant similarities, differences and connections.</li> </ul>
	<b>0</b>	Response not creditworthy or not attempted.		



## Section B

### Question 3

**Analyse whether government promotion of Nationalist values and citizenship is ever successful.** [24]

#### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In analysing government promotion of nationalist values and citizenship candidates are expected to demonstrate the ability to analyse the reasons why governments do this and the successes of such schemes. Candidates will construct arguments, make substantiated judgements and draw conclusions. In demonstrating this, candidates are required to give an answer which is focused on the political concept of nationalism. The response might consider issues such as:

- Knowledge, understanding, evidence and examples of government promotion of nationalist values and citizenship such as educational initiatives including the Welsh language or strategies to tackle fundamentalism, promoting citizen engagement and promoting 'British values' or those promoted in other regions studied;
- Analysis of the successes and problems associated with governments trying to promote a sense of national identity, such as majority rights and cultures and the place of minority rights and cultures within that; the successes and failures of government-driven schemes to promote social cohesion and community relations;
- Analysis of the role of citizenship education and politics in combating prejudice and racism and the successes and failures of this; success as defined by greater public support for nationalist parties and programmes (e.g. in Scotland); arguments about the success or otherwise of government-driven schemes if not backed up by legislation.
- Arguments and examples may be drawn from any of the global regions studied.
- Any other relevant material.

<b>Band</b>	<b>Marks</b>	<b>AO1</b>	<b>Marks</b>	<b>AO3</b>
<b>4</b>	<b>7-8</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of government promotion of Nationalist values and citizenship.</li> <li>• Evidence/examples used are well-chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	<b>13-16</b>	<ul style="list-style-type: none"> <li>• Thorough analysis and evaluation of government promotion of Nationalist values and citizenship.</li> <li>• Thorough discussion with well-developed and balanced arguments.</li> <li>• Structure is logical.</li> <li>• An appropriate conclusion is reached based on evidence presented.</li> </ul>
<b>3</b>	<b>5-6</b>	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of government promotion of Nationalist values and citizenship.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	<b>9-12</b>	<ul style="list-style-type: none"> <li>• Reasonable analysis and evaluation of government promotion of Nationalist values and citizenship.</li> <li>• Reasonable discussion with well-developed and balanced arguments.</li> <li>• Structure is mostly logical.</li> <li>• A reasonable conclusion is reached based on evidence presented.</li> </ul>
<b>2</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of government promotion of Nationalist values and citizenship.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	<b>5-8</b>	<ul style="list-style-type: none"> <li>• Adequate analysis and evaluation of government promotion of Nationalist values and citizenship.</li> <li>• Adequate discussion with well-developed and balanced arguments.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Reasonable discussion with only one side of the argument.</li> <li>• Structure is adequate.</li> <li>• A Limited conclusion is reached.</li> </ul>
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of government promotion of Nationalist values and citizenship.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	<b>1-4</b>	<ul style="list-style-type: none"> <li>• Limited analysis and evaluation of government promotion of Nationalist values and citizenship.</li> <li>• Limited discussion.</li> <li>• Answer lacks structure.</li> <li>• No conclusion.</li> </ul>
	<b>0</b>	Response not creditworthy or not attempted.		

## Question 4

**‘Socialism is in retreat.’ Evaluate this view with reference to two global regions you have studied. [24]**

### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In evaluating whether socialism is in retreat candidates are expected to demonstrate the ability to analyse the aspects of socialism that are less prominent and developed in the two global regions they have studied and those that seem to be resurgent and popular. Candidates will construct arguments, make substantiated judgements and draw conclusions. In demonstrating this, candidates are required to give an answer which is focused on the political concept of socialism. The response might consider issues such as:

- Knowledge, understanding, evidence and examples of the condition of socialism as an ideology and within political parties and wider politics such as pressure groups in the regions studied;
- Analysis of the lack of socialist political party success in the regions studied, analysis of the lack of impact of a socialist perspective in the more traditional press/ media in the UK and elsewhere; analysis of the lack of impact of socialist pressure groups;
- Analysis of the ways in which socialism can be said to be resurgent, including through political party participation in coalition governments, socialist perspectives across social media or the successes of pressure groups with a broadly socialist agenda;
- Contemporary debates around global inequality and the arguments different strands of socialism propose to deal with this, such as social democracy and democratic socialism; debates about economic and political programmes proposed by socialists and their contemporary uptake and popularity e.g. through Occupy movements;
- Analysis of the various different strands of socialism and their relative successes in the global regions studied;
- Europe:
  - The swing to conservatism in Europe and the resurgence of ideologies of the right, the lack of a socialist candidate for the French presidency 2017; the difficulties faced by socialist parties in Germany in overcoming the centre-right dominance of Merkel’s CDU; the continuing electoral success of the Conservative party in the UK and the successes of UKIP;
  - Conversely, the election of Jeremy Corbyn as Labour leader in the UK 2015; Conservative and UKIP losses at the UK 2017 general election; the strong participation of parties of the left in administrations in Wales and Scotland; electoral successes of Podemos in Spain and Syriza in Greece
- The Americas:
  - The election of Donald Trump and defeat of Bernie Sanders in 2016 and the swing to the right in the USA more generally; the decline of socialism in South America since 2013 as a consequence of economic downturn e.g. Venezuela after Chavez, and Brazil, victory of Let’s Change, the right-leaning alliance in Argentina in 2015; the dominance of the liberal and conservative parties in Canada;

- Conversely, the popularity of Bernie Sanders in the USA; the long-term popularity of regional types of socialism in south and central America; the rise of the social democratic New Democratic Party in Canada;
- Asia:
  - The lack of socialist political solutions to problems of rural poverty and fast-growing cities with exploitative employment practices; the oppression of socialist political parties in Asia, often by military means; the long-term success of capitalism in Singapore, Malaysia, even in Communist China;
  - Conversely, the longevity of Communist regimes in China and North Korea; success in opposition of the Communist party in India;
- Africa:
  - The "first wave" of socialist regimes emerged during the early years of independence—from the late 1950s and throughout the following decade. A "second wave" of more militant regimes consolidated power during the 1970s, favouring scientific socialism and a command-style economy while renouncing the false consciousness of traditional culture. Socialism lost ground after the collapse of the Eastern bloc and the rising tide of neoliberal reforms.
  - Conversely, Pitcher and Askew (2006) believe that Socialism remains deeply embedded in the politics of national development in terms of the role of the state in regulating trade, the growing inequalities associated with economic liberalization, the political economy of "tribalism," and the complex character of class formation in postcolonial Africa.
- Arguments and examples will be drawn from any two of the global regions studied.
- Any other relevant material.

<b>Band</b>	<b>Marks</b>	<b>AO1</b>	<b>Marks</b>	<b>AO3</b>
<b>4</b>	<b>7-8</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of socialism in global contexts.</li> <li>• Evidence/examples used are well-chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	<b>13-16</b>	<ul style="list-style-type: none"> <li>• Thorough analysis and evaluation of socialism in global contexts.</li> <li>• Thorough discussion with well-developed and balanced arguments.</li> <li>• Structure is logical.</li> <li>• An appropriate conclusion is reached based on evidence presented.</li> </ul>
<b>3</b>	<b>5-6</b>	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of socialism in global contexts.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	<b>9-12</b>	<ul style="list-style-type: none"> <li>• Reasonable analysis and evaluation of socialism in global contexts.</li> <li>• Reasonable discussion with well-developed and balanced arguments.</li> <li>• Structure is mostly logical.</li> <li>• A reasonable conclusion is reached based on evidence presented.</li> </ul>
<b>2</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of socialism in global contexts.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	<b>5-8</b>	<ul style="list-style-type: none"> <li>• Adequate analysis and evaluation of socialism in global contexts.</li> <li>• Adequate discussion with well-developed and balanced arguments.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Reasonable discussion with only one side of the argument.</li> <li>• Structure is adequate.</li> <li>• A Limited conclusion is reached.</li> </ul>
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of socialism in global contexts.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	<b>1-4</b>	<ul style="list-style-type: none"> <li>• Limited analysis and evaluation of socialism in global contexts.</li> <li>• Limited discussion.</li> <li>• Answer lacks structure.</li> <li>• No conclusion.</li> </ul>
	<b>0</b>	Response not creditworthy or not attempted.		

## Question 5

**Assess the importance to liberals of laissez-faire economics and free markets, compared to other aspects of Liberalism.**

**[24]**

### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In assessing the importance of laissez-faire economics and free markets candidates are expected to demonstrate the ability to analyse arguments of economic Liberalism and the importance of these to the ideology compared to the relative importance of other aspects of the ideology. Candidates will construct arguments, make substantiated judgements and draw conclusions. In demonstrating this, candidates are required to give an answer which is focused on the political concept of Liberalism. The response might consider issues such as:

- Knowledge, understanding, evidence and examples of laissez-faire economics and the free market;
- Analysis of the role of the state in economics proposed by different strands of liberal thinking; debates about the role of the state in promoting individual liberty in economics by non-intervention, deregulation and allowing the market to deal with fluctuations and issues; negative and positive liberty and the importance of the individual to make choices; 'trickle down' economics; Neo-liberalism and the arguments of the New Right; arguments of progressive liberals who advocate an 'enabling state' to provide opportunity for all by regulation and intervention; views of the individual within a society and the government's role in ensuring economic inequalities are minimised, e.g. by protecting the welfare state and regulating corporations;
- Analysis of other aspects of liberalism and their importance to different strands of liberal thinking; debates about the role of government in making moral choices for citizens and promoting moral preferences; debates about the degree to which state control and power can be said to be fundamentally illiberal; the debate within liberalism about regulation of freedoms of the individual such as freedom of expression and speech, or restriction of freedom of association and movement as demands for greater regulation for national security rise; debates within liberalism about the importance of constitutionality and the rule of law or (for some liberals) the dangers of democracy; arguments within liberalism about multiculturalism, the extent to which the rights of minorities should be tolerated and protected and debates about the concept of individualism in a society;
- Any other relevant material.

Band	Marks	A01	Marks	A03
4	7-8	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of the importance to liberals of laissez-faire economics and free markets.</li> <li>• Evidence/examples used are well-chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	13-16	<ul style="list-style-type: none"> <li>• Thorough analysis and evaluation of the importance to liberals of laissez-faire economics and free markets.</li> <li>• Thorough discussion with well-developed and balanced arguments.</li> <li>• Structure is logical.</li> <li>• An appropriate conclusion is reached based on evidence presented.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the importance to liberals of laissez-faire economics and free markets.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	9-12	<ul style="list-style-type: none"> <li>• Reasonable analysis and evaluation of the importance to liberals of laissez-faire economics and free markets.</li> <li>• Reasonable discussion with well-developed and balanced arguments.</li> <li>• Structure is mostly logical.</li> <li>• A reasonable conclusion is reached based on evidence presented.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of the importance to liberals of laissez-faire economics and free markets.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	5-8	<ul style="list-style-type: none"> <li>• Adequate analysis and evaluation of the importance to liberals of laissez-faire economics and free markets.</li> <li>• Adequate discussion with well-developed and balanced arguments.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Reasonable discussion with only one side of the argument.</li> <li>• Structure is adequate.</li> <li>• A Limited conclusion is reached.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the importance to liberals of laissez-faire economics and free markets.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	1-4	<ul style="list-style-type: none"> <li>• Limited analysis and evaluation of the importance to liberals of laissez-faire economics and free markets.</li> <li>• Limited discussion.</li> <li>• Answer lacks structure.</li> <li>• No conclusion.</li> </ul>
	0	Response not creditworthy or not attempted.		

## Section C

### Question 6

**‘Nationalism has more contemporary relevance and influence than other political concepts and theories.’ Evaluate this statement using your knowledge of political theories.**

**[40]**

#### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In evaluating this viewpoint in this extended piece of writing, candidates are expected to demonstrate the ability to analyse and evaluate the contemporary relevance and influence of nationalism compared to other political theories they have studied 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 giving a balanced view of whether nationalism has the most contemporary relevance and influence. The response might consider issues such as:

- Knowledge, understanding, evidence and examples of the upsurge of nationalism in the late twentieth and twenty-first centuries resulting in wars and boundary changes, the emergence of new nation states and the struggles of some peoples to establish new nation states out of empire or other political units; for example the collapse of the Soviet Union in 1989, the redrawing of boundaries in Eastern Europe through war in the former Yugoslavia in the 1990s, the conflicts in African states where nation state boundaries conflict with tribal rivalries, the struggle of regions in Europe to gain independence and recognition such as Catalonia, examples of nationalist pressures and tensions in the nations of the UK such as demands for Scottish independence;
- Analysis of the contemporary relevance and evaluation of the significance of nationalism as an ideology and reasons for the upsurge of nationalism in the global regions studied; debates about whether nationalism is more destructive than creative, tending more towards separation than unity; arguments of how a national consciousness is created and whether patriotic nationalism can avoid being xenophobic; the role history, tradition, culture and language play in developing nationalism with examples; debates about government exploitation of nationalist symbols such as flags, anthems etc. for political purposes or how much these genuinely develop a sense of national identity; the contemporary relevance of civic nationalism and active citizenship as aspects of nationalism;
- Analysis of the contemporary relevance and influence of other political theories and evaluation of their significance; better candidates will weigh these up against those of nationalism; the relevance and influence of conservatism as an ideology on the rise worldwide and evaluations of its longevity and impact and connections to nationalism e.g. in the USA; debates about whether liberalism as an ideology is declining in influence exploring the significance of the decline in support for key liberal ideas such as constitutionality or tolerance but the rise in support for individualism; debates about the relevance and influence of socialism in the global regions studied exploring the extent of popularity of socialist solutions to problems such as banking crises and financial inequality and the varying support for greater government intervention or communitarian approaches that demand a greater tax burden;
- Any other relevant material.



Band	Marks	A01	Marks	A02	Marks	A03
<b>4</b>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of the contemporary relevance and influence of Nationalism and other political concepts and theories.</li> <li>• Evidence/examples used are well-chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	<b>11-14</b>	<ul style="list-style-type: none"> <li>• Thorough application of political knowledge of Nationalism and other political concepts and theories to contemporary society.</li> <li>• Thorough interpretation of political information.</li> <li>• Thorough explanation of relevant similarities, differences and connections.</li> </ul>	<b>11-14</b>	<ul style="list-style-type: none"> <li>• Thorough analysis and evaluation of the contemporary relevance and influence of Nationalism and other political concepts and theories.</li> <li>• Thorough discussion with well-developed and balanced arguments.</li> <li>• Structure is logical.</li> <li>• An appropriate conclusion is reached based on evidence presented.</li> </ul>
<b>3</b>	<b>7-9</b>	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the contemporary relevance and influence of Nationalism and other political concepts and theories.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	<b>7-10</b>	<ul style="list-style-type: none"> <li>• Reasonable application of political knowledge of Nationalism and other political concepts and theories to contemporary society.</li> <li>• Reasonable interpretation of political information.</li> <li>• Reasonable explanation of relevant similarities, differences and connections.</li> </ul>	<b>7-10</b>	<ul style="list-style-type: none"> <li>• Reasonable analysis and evaluation of the contemporary relevance and influence of Nationalism and other political concepts and theories.</li> <li>• Reasonable discussion with well-developed and balanced arguments.</li> <li>• Structure is mostly logical.</li> <li>• A reasonable conclusion is reached based on evidence presented.</li> </ul>

Band	Marks	A01	Marks	A02	Marks	A03
2	4-6	<ul style="list-style-type: none"> <li>Adequate knowledge and understanding of the contemporary relevance and influence of Nationalism and other political concepts and theories.</li> <li>Evidence/examples used are not always relevant.</li> <li>Depth or range to material used.</li> <li>Some appropriate use of terminology.</li> </ul>	4-6	<ul style="list-style-type: none"> <li>Adequate application of political knowledge of Nationalism and other political concepts and theories to contemporary society.</li> <li>Adequate interpretation of political information.</li> <li>Adequate explanation of relevant similarities, differences and connections.</li> </ul>	4-6	<ul style="list-style-type: none"> <li>Adequate analysis and evaluation of the contemporary relevance and influence of Nationalism and other political concepts and theories.</li> <li>Adequate discussion with well-developed and balanced arguments. OR Reasonable discussion with only one side of the argument.</li> <li>Structure is adequate.</li> <li>A Limited conclusion is reached.</li> </ul>
1	1-3	<ul style="list-style-type: none"> <li>Limited knowledge and understanding of the contemporary relevance and influence of Nationalism and other political concepts and theories.</li> <li>Evidence/examples used are not made relevant.</li> <li>Very little use of terminology.</li> </ul>	1-3	<ul style="list-style-type: none"> <li>Limited application of political knowledge of Nationalism and other political concepts and theories to contemporary society.</li> <li>Limited interpretation of political information.</li> <li>Limited explanation of relevant similarities, differences and connections.</li> </ul>	1-3	<ul style="list-style-type: none"> <li>Limited analysis and evaluation of the contemporary relevance and influence of Nationalism and other political concepts and theories.</li> <li>Limited discussion.</li> <li>Answer lacks structure.</li> <li>No conclusion.</li> </ul>
	0	Response not creditworthy or not attempted.				