

Version 1.1



**General Certificate of Education  
June 2010**

**Government and Politics      GOV3B**

**Ideologies**

**Unit 3B**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## **CRITERIA FOR MARKING AS/A2 GOVERNMENT AND POLITICS**

### **Introduction**

AQA's revised Government and Politics specification has been designed to be objectives-led in that questions are set which address the assessment objectives published in the specification. The assessment objectives for A Level and AS are the same, but the weightings are different at AS and A2. Details of the weightings are given in Section 4.2 of the specification.

The schemes of marking reflect these objectives. The mark scheme which follows is of the *levels-of-response* type showing that candidates are expected to demonstrate their mastery of the skills required in the context of their knowledge and understanding of Government and Politics. Mark schemes provide the necessary framework for examiners but they cannot cover all eventualities. Candidates should be given credit for partially complete answers. Where appropriate, candidates should be given credit for referring to recent and contemporary developments in Government and Politics.

Consistency of marking is of the essence in all public examinations. It is therefore of vital importance that assistant examiners apply the mark scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other options.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the general principles of the mark scheme as contained in the Assessment Matrix.

At A2, generally speaking, there is no unambiguously 'right' or 'wrong' answer to the 30-mark questions. Answers will be judged on factors such as quality of the argument, depth of knowledge and understanding, a synoptic grasp of the subject, appropriateness of the examples and internal logic of the discussion. Where candidates are presented with a proposition to be discussed they may support it, reject it or adopt a balanced position.

There are no limits to the areas of knowledge that candidates may feel able bring to the discussion. Therefore the specification of requirements outlined in the mark schemes can only be indicative. Candidates are not expected to include all the material presented in order to access the full range of available marks. At the same time they may successfully include material from their particular studies which is not indicated in the scheme.

### **Using a levels-of-response mark scheme**

Good examining is about the consistent application of judgement. Mark schemes provide a framework within which examiners exercise their judgement. This is especially so in subjects like Government and Politics, which in part rely upon analysis, evaluation, argument and explanation. With this in mind, examiners should use the Assessment Matrix alongside the detailed mark scheme for each question. The Assessment Matrix provides a framework ensuring a consistent, generic source from which the detailed mark schemes are derived. This supporting framework ensures a consistent approach within which candidates' responses are marked according to the level of demand and context of each question.

Examiners should initially make a decision about which Level any given response should be placed in. Having determined the appropriate Level the examiners must then choose the precise mark to be given within that Level. In making a decision about a specific mark to award, it is vitally important to think first of the mid-range within the Level, where that Level covers more than two marks. Comparison with other candidates' responses to the same question might then suggest whether the middle mark is unduly generous or severe.

In making decisions away from the middle of the Level, examiners should ask themselves questions relating to candidate attainment, including the quality of language. The more positive the answers, the higher should be the mark awarded. We want to avoid 'bunching' of marks.

Levels mark schemes can produce regression to the mean, which should be avoided. A candidate's script should be considered by asking 'Is it:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced or markedly better in some areas than others?
- generally coherent in expression and cogent in development (as appropriate to the level awarded)?
- well presented as to general quality of language?'

The overall aim is to mark positively, giving credit for what candidates know, understand and can do.

## A2 GOVERNMENT AND POLITICS

### GENERIC MARK SCHEME for questions with a total of 10 marks

<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>	<b>Skills: Analysis &amp; Evaluation</b>	<b>Communication</b>
<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<p><b>Level 4 (4 marks)</b> The candidate demonstrates a comprehensive knowledge and understanding of political concepts, institutions and processes. The candidate fully addresses the requirements of the question and provides developed and effective to comprehensive interpretation. The answer also provides clear to accurate evidence and, where appropriate, good to excellent examples to illustrate points made.</p>	<p><b>Level 4 (4 marks)</b> The candidate applies an excellent range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	<p><b>Levels 3–4 (2 marks)</b> The candidate communicates clearly and effectively in a sustained and structured manner, using appropriate political vocabulary. There are few, if any, errors of spelling, punctuation and grammar and the response should be legible.</p>
<p><b>Level 3 (3 marks)</b> The candidate demonstrates good knowledge and understanding of political concepts, institutions and processes. The candidate clearly addresses the requirements of the question and provides sound interpretation and contextual awareness. The answer includes good examples to illustrate points made.</p>	<p><b>Level 3 (3 marks)</b> The candidate applies a good range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	<p>The answer has a clear sense of direction, is focused on the question and, where appropriate, has a conclusion which flows from the discussion.</p>
<p><b>Level 2 (2 marks)</b> The candidate demonstrates limited knowledge and understanding of political concepts, institutions and processes. The candidate makes a limited attempt to address the requirements of the question and provides little to partial but reasonably effective interpretation. Answers offer limited evidence and few or inaccurate examples to illustrate points made.</p>	<p><b>Level 2 (2 marks)</b> The candidate applies a limited range of concepts and makes limited use of political theory or ideas in developing an explanation or argument.</p>	<p><b>Levels 1–2 (1 mark)</b> The candidate communicates explanations or arguments with limited clarity and effectiveness using limited political vocabulary. The answer may lack either a clear focus on the question or a sense of direction.</p>
<p><b>Level 1 (1 mark)</b> The candidate demonstrates little knowledge and understanding of political concepts, institutions and processes. The candidate makes little attempt to address the requirements of the question and provides little interpretation. Answers offer little evidence and few or inaccurate examples to illustrate points.</p>	<p><b>Level 1 (1 mark)</b> The candidate applies few concepts and makes little use of political theory or ideas in developing an explanation or argument.</p>	<p>There are frequent errors of spelling, punctuation and grammar and legibility may be a problem. A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit.</p>
<p><b>0 marks</b> No relevant response.</p>	<p><b>0 marks</b> No relevant response.</p>	<p><b>0 marks</b> No relevant response.</p>

## A2 GOVERNMENT AND POLITICS

### GENERIC MARK SCHEME for questions with a total of 30 marks

<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>	<b>Skills: Analysis &amp; Evaluation</b>	<b>Communication</b>
<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<p><b>Level 4 (10–12 marks)</b> The candidate demonstrates a comprehensive knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them. A synoptic approach is fully developed, drawing appropriately on knowledge, perspectives and examples from a wide range of studies in government and politics. The answer fully addresses the requirements of the question and demonstrates excellent contextual awareness. The answer includes excellent examples to illustrate points made. The answer includes detailed and comprehensive interpretations or explanations as well as accurate evidence and relevant examples to illustrate points made.</p>	<p><b>Level 4 (10–12 marks)</b> The candidate displays excellent awareness of the implications and demands of the question. There is an excellent and sustained focus on the specific question asked. There is clear and full evaluation of political institutions, processes and behaviour which displays a sophisticated awareness of differing viewpoints and recognition of issues. Appropriate parallels and connections are clearly identified, together with well-developed comparisons. A wide range of concepts is used and developed.</p>	<p><b>Level 4 (6 marks)</b> The candidate communicates structured and sustained arguments, explanations and conclusions with clarity. Excellent use is made of political vocabulary to construct cogent and coherent arguments and explanations. The response should be legible, with few, if any, errors of spelling, punctuation and grammar. The answer has a clear sense of direction, culminating in a conclusion that flows from the preceding discussion.</p>
<p><b>Level 3 (7–9 marks)</b> The candidate demonstrates sound knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them. A synoptic approach is well developed, using a range of knowledge, perspectives and examples gained elsewhere in the study of government and politics. The answer clearly addresses the requirements of the question and demonstrates sound contextual awareness. The answer includes developed and effective interpretations or explanations and also clear evidence and good examples to illustrate points made.</p>	<p><b>Level 3 (7–9 marks)</b> The candidate displays sound awareness of the implications and demands of the question. There is a clear focus on the question. There is a sound evaluation of political institutions, processes and behaviour which displays good awareness of differing viewpoints and recognition of issues. There is good recognition of parallels and comparisons. Appropriate concepts are used and developed.</p>	<p><b>Level 3 (4–5 marks)</b> The candidate communicates arguments, explanations and conclusions well. Good use is made of political vocabulary to construct clear arguments and explanations. The response should be legible but there may be occasional errors of spelling, punctuation and grammar. The candidate produces an answer with a conclusion linked to the preceding discussion.</p>

**GENERIC MARK SCHEME for questions with a total of 30 marks (continued)**

<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>	<b>Skills: Analysis &amp; Evaluation</b>	<b>Communication</b>
<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<p><b>Level 2 (4–6 marks)</b> The candidate demonstrates outline knowledge and understanding of political concepts/theories/institutions and processes and some awareness of the relationships between them. The answer makes a limited attempt to address the question and demonstrates contextual awareness covering part of the question. An attempt to develop a synoptic approach is made, using a limited range of knowledge, perspectives and examples gained more broadly in the study of government and politics. The answer includes a partial and reasonably effective attempt at interpretation or explanation, with some examples to illustrate points made.</p>	<p><b>Level 2 (4–6 marks)</b> The candidate displays little awareness of the implications and demands of the question, resulting in a restricted focus. There is a limited evaluation of political institutions, processes and behaviour, which displays a partial awareness of differing viewpoints and issues.  There is some recognition of basic parallels and comparisons. Arguments and explanations are undeveloped, with a limited use of concepts.</p>	<p><b>Level 2 (2–3 marks)</b> The candidate communicates arguments and conclusions adequately, with a limited use of political vocabulary. There are frequent errors of spelling, punctuation and grammar and legibility may be a problem. A conclusion is offered but its relationship to the preceding discussion may be modest or implicit.</p>
<p><b>Level 1 (1–3 marks)</b> The candidate demonstrates a slight and incomplete knowledge and understanding of political institutions and processes and a limited awareness of the relationships between them. A very limited attempt at synopticity is made, sometimes using superficial or inaccurate knowledge, perspectives and examples cited from elsewhere in their study of government and politics. There is little attempt to address the requirements of the question. There is only superficial awareness, if any, of the context of the question, with little interpretation and few, if any, examples, often inaccurately reported or inappropriately used.</p>	<p><b>Level 1 (1–3 marks)</b> The candidate displays little awareness of the implications and demands of the question and focus is lacking. Evaluation of political institutions, processes and behaviour is superficial.  Analysis shows little awareness of differing viewpoints and issues. There is little, if any, recognition of parallels and comparisons. Arguments, explanations and use of concepts are superficial and naïve.</p>	<p><b>Level 1 (1 mark)</b> The answer relies upon narrative that is not fully coherent. There is little or no use of political vocabulary. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible. A conclusion, if present, is not adequately related to the preceding discussion.</p>
<p><b>0 marks</b> No relevant response.</p>	<p><b>0 marks</b> No relevant response.</p>	<p><b>0 marks</b> No relevant response.</p>

**Topic 1 Liberalism****Total for this topic: 40 marks**

(01) Explain why classical liberalism placed so much emphasis on individualism. (10 marks)

Each human is seen by liberals as unique, with the capacity to work out what is best for themselves. This core value can be traced back to John Stuart Mill, who claimed 'over himself, over his own body and mind, the individual is sovereign'. This being so, society is viewed as an aggregation of individuals rather than a cohesive community where the emphasis is on the group. Given the centrality of the individual in liberalism, the basic purpose of politics is to provide organisational structures which allow individuals to develop and prosper, albeit through a limited state which strives to reconcile the rights of individuals with the will of the majority, protecting the individual in the spheres of both social and economic activity in a climate of tolerance and mutual respect. In the modern period such beliefs can be seen in the championing of rights across the racial and gender divides.

(02) 'Liberal Democrats are suspicious of state power, yet support big government in the pursuit of economic management and social reform.' Discuss this apparent contradiction. (30 marks)

Liberal thinkers and indeed the Liberal Party have long been sceptical of centralised state power. Candidates need to show an awareness of the Liberal belief that the British political system, being based on an uncodified system of checks and balances, actually provides the core executive with excessive power, which it can use to stymie both parliament and local government and to undermine the basic rights of individuals. This being so, candidates would be expected to discuss how the Liberal Democrats, and indeed the Liberal Party before them, have been associated with reforms such as:

- The quest to replace the First-Past-the-Post electoral system with proportional electoral systems to challenge single-party government, which all too often evolves into elective dictatorships.
  - Devolution to reduce the excessive power wielded by the centre via the Westminster model.
  - The restoration of power to local authorities, effectively a form of administrative subsidiarity.
- Candidates could also cite opposition to socially authoritarian measures such as the introduction of ID cards.

Yet paradoxically the Liberal Democrats are also keen to strengthen the power of the political centre in the spheres of economic management and welfare reform and in the delivery of social policy. In illustrating this paradox candidates would be expected to discuss:

- With regard to economic management, whilst Liberal Democrats advocate a qualified acceptance of market capitalism they also insist that the state has a duty to fund essential public services through progressive taxation. This can be seen in the manifestos of 2001 and 2005 and in the statements made in recent years relating to the credit crunch and the economic recession.

References could and should be made to:

- The desire to use state power to crack down on big business and the super-rich who exploit tax loopholes and who do not pay their fair share.
- Regulate the banking system more stringently.
- Even nationalising banks if need be.



- The bringing forward of funding for capital projects to generate future income and to counter some of the problems created by recession.

When discussing social policy and welfare issues candidates might well point out that in the sphere of education the Liberal Democrats are keen to narrow the gap between the state and private sector, raising funds for the most disadvantaged pupils to private school levels alongside the quest to cut infant class sizes to 15 via extra spending on education raised by tax increases. In discussing family policies publications such as 'The Best Start for Children, the Best Start for Families' could be referred to, where the party commits itself to shared parental leave and twenty hours of free quality childcare for all children for a period of eighteen months.

More tangentially, candidates could also point out that the Liberal Democrats' transport policies (combining economic and social concerns with a green agenda) also indicate the need for strong central direction if carbon emissions are to be reduced and if real sustainable alternatives for passengers are to be created through a step change in the provision and performance of public transport.

The strength of the answer will depend upon the candidates' abilities to utilise knowledge and information to assess the extent to which the key claims asserted in the quotation stand the test of effective examination and scrutiny.

At the top end of the range, candidates could well discuss the policies of the coalition to date, some of which go against the 2010 manifesto.

The austerity measures proposed by the Chancellor in the June 2010 budget will impact on numerous policies in the social sphere. Expect the best answers to recognise the impact of Osborne's first budget on government spending and, by implication, social policy.

Note: the full range of marks is available to candidates who do not refer to recent events.

**Topic 2 Socialism****Total for this topic: 40 marks**

- (03) Consider the view that the Labour Party's traditional ideology owes more to revisionist socialism than it does to Marxism. *(10 marks)*

Before evaluating the impact of these two variants of socialism on the Labour Party's traditional beliefs and values, candidates would be expected to outline the core ideas associated with Marxism and revisionist socialism.

Marxism:

- Essentially a class-based analysis of society advocating violent revolution to destroy the bourgeois state. Only by eradicating the ruling class and appropriating its wealth for equal distribution amongst the masses can a truly socialist state be created.

Revisionist socialism:

- This in contrast advocates a peaceful and democratic route to socialism. A universal franchise would result in a workers' party being elected to a legislature. Such a victory would provide the party with a mandate to deliver socialism via normal legal processes.

Marxists reject revisionism on the basis that the capitalist ruling class would not surrender their wealth and power as a result of losing elections. British socialists in the 19th and early 20th centuries were influenced far more by revisionism than Marxism, and the Labour Party from the outset rejected the revolutionary route in favour of democratic socialism. The best candidates could well assert that the Labour Party was very much a product of the British political culture, which tended to be conservative and moderate rather than violently radical. Candidates could also justifiably claim that Labour basically sought to modify capitalism rather than creating a workers' state based on public ownership. Labour's post-war policies from Attlee to Brown clearly reveal the influence of revisionist thinking and the absence of policies and strategies reflecting a Marxist perspective.

- (04) 'Equality and social justice are central to New Labour's political philosophy and policy programmes.' Discuss. *(30 marks)*

Candidates would be expected to appreciate that socialism has always been strongly associated with equality and that it is the centrality of its value which distinguishes it from Conservatism, with its emphasis on hierarchy, leadership and natural inequality, and from liberalism, where a commitment to formal legal and political equality has not been extended to economic and social equality. Many traditional socialists argued in favour of equality of outcome, yet from the outset significant numbers of socialists assumed that variations in wealth among people were inevitable. Those who held these views were more inclined to favour less inequality rather than mathematically exact equality. Candidates are likely to point out that Labour's policies in office have basically sought to tackle inequalities which arise from social factors such as wealth, social class and access to health care and education. Utilisation of the tax system and the management of public spending have proved to be Labour's key tools in its quest to redistribute wealth along more equitable lines.

New Labour's philosophy and policies also largely emanate from such standpoints. It is not egalitarianism in its pure or absolute sense that New Labour seeks to achieve but equality of opportunity and minimum standards in service provision, essentially a level playing field for all.

Similarly, New Labour's thinking on social justice is essentially based on a set of value commitments rather than a specific commitment to material equality.

As such the dominant influence is ethical socialism. This should lead candidates to a discussion of New Labour's emphasis on cooperative self help, self reliance and self improvement. This approach rejects the view that the state can function as some kind of panacea for all social corrections; rather it should function as a facilitator. Such thinking is encapsulated in phrases such as 'a hand up and not a hand out', and provides the philosophical underpinning for programmes such as 'Welfare to Work' and the New Deal, and policies which have established the minimum wage and the extension of workers' rights through the signing of the European Social Chapter. It is also evident in the strategies and actions utilised to tackle the multiple deprivations experienced by marginal groups who are effectively excluded from mainstream society and are therefore unable to avail themselves of the opportunities afforded to the majority.

Candidates are likely to conclude that equality and social justice remain central to New Labour, albeit in different formats than those often associated with the Labour Party during its early days.

Expect some candidates to point out that Labour's defeat in the election may lead to a change in policy. Some may refer to Labour's criticisms of the first coalition budget, particularly with regard to regressive policies such as the rise in VAT. Discussions of cuts to benefits might also feature in such responses.

**Topic 3 Conservatism****Total for this topic: 40 marks**

(05) Explain why many conservatives hold the view that politics is of limited relevance to human affairs. (10 marks)

Candidates would be expected to point out that conservatives tend to be suspicious of the activity of politics in general. For them it should be a limited activity since they tend to doubt how effective it can be or indeed ought to be. This belief in the limitations of state power has been, and to an extent continues to be, a recurrent theme, and has been a core feature of conservative thinking from Burke to Thatcher (note Thatcher's desire to 'roll back the frontiers of the state'). Many conservative political philosophers and indeed politicians have posited and articulated such views in print and speech. Candidates might refer to such individuals to support/illustrate these points, eg:

- Ian Gilmour "The Body Politic" – 'Scepticism and empiricism are the foundations of Conservatism'.
- Lord Hailsham "The Case for Conservatism" – 'Conservatives do not believe that the political struggle is the most important thing in life...the man who puts politics before his family is not fit to be called a civilised human being'.
- Harold Macmillan '...those who need to find meaning in their lives should look to the bishops rather than politicians'.

Examiners should not expect to see such claims reproduced verbatim!

In essence this question is about conservative scepticism about the real worth of politics, a standpoint which reflects the conservative view of humans as essentially flawed creatures and a view of society as an organic entity which cannot be deliberately planned according to ideological blueprints.

(06) 'Conservatism continues to place a high value on patriotism and tradition.' Discuss. (30 marks)

Conservatives always have and still continue to stress a love of country, implying or claiming that they are more patriotic than their political opponents. Indeed, conservatives have asserted that the nation, with its distinctive political culture and traditions, is second only to the family as the natural unit of human society. Candidates would be expected to refer to the stridency revealed by conservatives in promoting the national interest; over the years this has been particularly evident in foreign and defence policies. This devotion to patriotism was also noticeable in the devotion to Empire and the union of England, Wales, Scotland and Ireland under one flag and one monarch.

In evaluating the significance of patriotism to contemporary conservatives, candidates might well claim that it is less significant as a core value today than it was in the past. The Commonwealth has replaced the Empire and strident unionism is far less apparent than it once was. It could be argued that views held by Europhobes and Eurosceptics derive from unbridled patriotism, but Europhiles would be critical of any claims that they are less patriotic than their Euro-hostile or Euro-doubting colleagues.

There can be no denying that tradition is seen as a key quality amongst conservatives and this view can be traced back to the writings of Burke in the 1790s. Traditions were, and are still,

seen by many conservatives as defining national institutions and value-systems. Candidates would be expected to discuss the long-established support conservatives hold for and reveal towards the monarchy, the established church and the constitution for example, in addition to admiration of marriage as a religious union and tool for social cohesion. Thus, even though governments might change, the endurance of the monarchy can provide people with a sense of security and continuity in what is often seen as an ever-changing and confusing world. Similarly, the traditional morality based around the family helps each new generation to hold on to lasting values which have stood the test of time and which can be passed on for posterity. Conservatives would further contend that the survival of such institutions and values is a testament to their inherent quality, reflecting an accumulated wisdom that is deserving of respect.

It could be claimed that such views are less central to conservative thinking today than they were in the past. In its desire to appear more inclusive, the modern Conservative Party has incorporated support for social, cultural and religious diversity into its philosophy and policies, as is evident in publications, speeches and statements. Similarly, the party's willingness to accept and, at times, even embrace constitutional and institutional change further illustrates its capacity to embrace change (very much in keeping with its pragmatism). Candidates would be expected to provide examples, eg devolved assemblies/parliaments, elected mayors, electoral reform, etc.

The points made and arguments presented should lead to a clear and reasoned conclusion which establishes the extent to which patriotism and tradition remain in high regard.

Cameron's victory in June 2010 and statements made by the coalition since then suggest that hard-headed pragmatism remains a key feature of Tory thinking, allied to a strong sense of 'Britishness'.

**Topic 4 Fascism****Total for this topic: 40 marks**

(07) Explain why fascism can be described as a form of totalitarianism.	(10 marks)
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Candidates obviously need to define the term 'totalitarianism' before deciding whether or not fascism corresponds to this definition. The key features of a totalitarian state are essentially regimes which claim total authority and control over every aspect of life – political, economic, social and cultural. No aspect of human activity should operate outside the auspices of the state, which is headed by either a single leader or a ruling elite. Such a regime would be likely to pursue an expansionist foreign policy and use terror and organised violence to suppress internal opposition.

These features were clearly evident in both Italy and Germany under the Fascist leadership of Mussolini and National Socialist leadership of Hitler.

The best-quality responses could justifiably contend that state control of the economy was absent in these countries (unlike in the Soviet Union) as both Mussolini and Hitler allowed private capitalism to continue.

(08) 'Race dominates fascist thinking.' Discuss with reference to <b>both</b> traditional <b>and</b> contemporary fascism.	(30 marks)
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Candidates should point out that race, in this context, refers to the theory that nature endows groups with unique and distinctive biological features which are inherited. This should not be confused with nationality, which is a legal status and which can also be changed.

Candidates might well assert that Italian fascism tended to emphasise the nation as the ultimate political source of all legitimacy whereas German Nazism in contrast emphasised the 'volk' (people) in addition to race. This 'volk', according to Hitler, possessed a higher spiritual and cultural order than other races which gave them a special role in human history. This elaborate theory of race became in many ways the basis of state policy in Nazi Germany. Candidates will almost certainly discuss the idea of Aryan supremacy (physical and intellectual) and the concept of sub-races or species, with slaves, negroes and gypsies at the bottom of this 'natural' hierarchy. Nazi anti-semitism is rooted in such race theories. Jews might be able to mimic Aryan qualities, but the 'volk' ought to realise that they presented the biggest threat to its existence. No Jew could, therefore, be a member of the German nation. Indeed, the racial laws introduced by Hitler in 1933 were presented as antidotes to the dangerous virus presented by the Jews. The policies and activities associated with the Final Solution also derived from this pernicious mind-set. The best candidates are also likely to point out that Italian fascism did not acquire an overt racist dimension until 1938, when there was a need to strengthen Italy's alliance with Nazi Germany.

Post-war and contemporary fascism continue to be rooted in this tradition. In the UK the heirs of Mosley's BUF, particularly the National Front in the 1960s, 1970s and 1980s and the BNP in recent times, have championed 'rights for whites', advocating the repatriation of 'coloured' immigrants and the tightening up of controls on asylum seekers, non-white immigrants and East Europeans, who are seen as undermining the employment opportunities of the indigenous white population and as contaminants of the 'British' gene pool. In addition, the extreme right

presents Islam as a threat to the nation's traditional Christian culture and aspects of anti-semitism are still apparent in attacks on 'Jewish bankers', who have been blamed for the credit crunch and the global recession – clear echoes of the 1930s.

Such racism and anti-semitism is also clearly evident in the statements, actions and publications of fascist groups in Europe, the former Soviet Union and the USA, providing clear evidence that race did, and indeed still does, significantly influence fascist thinking.

The best candidates could well point out that fascism possesses core values other than race. Credit responses where information is used to support this.

### ASSESSMENT OBJECTIVE GRID

<b>A2 Assessment Objective</b>	<b>Marks allocated by Assessment Objective 10-mark questions</b>	<b>Marks allocated by Assessment Objective 30-mark questions</b>	<b>Total Marks by Assessment Objective</b>
<b>AO1</b>	4	12	16
<b>AO2</b>	4	12	16
<b>AO3</b>	2	6	8
<b>Total</b>	<b>10</b>	<b>30</b>	<b>40</b>