

Version 1.0



**General Certificate of Education
June 2012**

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 students' 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 students' 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 students' 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 students 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. Students should be given credit for partially complete answers. Where appropriate, students 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 students 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 students may feel able bring to the discussion. Therefore the specification of requirements outlined in the mark schemes can only be indicative. Students 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 students' 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 students' 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 student'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 students know, understand and can do.

A2 GOVERNMENT AND POLITICS
GENERIC MARK SCHEME for questions with a total of 10 marks

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 4 (4 marks) The student demonstrates a comprehensive knowledge and understanding of political concepts, institutions and processes. The student 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>Level 4 (4 marks) The student applies an excellent range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	<p>Levels 3–4 (2 marks) The student 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>Level 3 (3 marks) The student demonstrates good knowledge and understanding of political concepts, institutions and processes. The student 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>Level 3 (3 marks) The student 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>Level 2 (2 marks) The student 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>Level 2 (2 marks) The student applies a limited range of concepts and makes limited use of political theory or ideas in developing an explanation or argument.</p>	<p>Levels 1–2 (1 mark) The student 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>Level 1 (1 mark) The student demonstrates little knowledge and understanding of political concepts, institutions and processes. The student 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 made.</p>	<p>Level 1 (1 mark) The student 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>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>

A2 GOVERNMENT AND POLITICS**GENERIC MARK SCHEME for questions with a total of 30 marks**

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 4 (10–12 marks) The student 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>Level 4 (10–12 marks) The student 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>Level 4 (6 marks) The student 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>Level 3 (7–9 marks) The student 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>Level 3 (7–9 marks) The student 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>Level 3 (4–5 marks) The student 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 student produces an answer with a conclusion linked to the preceding discussion.</p>

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

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 2 (4–6 marks) The student 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>Level 2 (4–6 marks) The student 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.</p> <p>There is some recognition of basic parallels and comparisons. Arguments and explanations are undeveloped, with a limited use of concepts.</p>	<p>Level 2 (2–3 marks) The student 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>Level 1 (1–3 marks) The student 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>Level 1 (1–3 marks) The student displays little awareness of the implications and demands of the question, and focus is lacking. Evaluation of political institutions, processes and behaviour is superficial.</p> <p>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>Level 1 (1 mark) The answer relies upon narrative which 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>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>

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

01 Explain why, for liberals, liberty and individual responsibility are closely linked. (10 marks)

The notion of responsibility features more prominently in the New Progressive variant of liberalism than it does in the classical format. For New Liberals there was a strong belief in social obligation. At the top end of the range students might well cite the importance of liberal philosophers such as T. H. Green. High marks for A01 could be secured without specific name references as long as they cover the following points:

1. Whilst liberals accepted the importance of individual (negative) liberty, New Liberals argued that individuals could not consider themselves to be completely free merely to pursue their own interests. Individuals have a social obligation and responsibility to consider the needs and welfare of others.
2. In the late nineteenth century, New Liberals argued that the poorer sections of society were unable to benefit from the economic freedoms that the classical liberals were committed to. Individuals could only prosper and progress if they had the opportunity to do so. This required intervention by the state to provide education, in particular, but also other welfare benefits such as healthcare, pensions and housing. Liberty depended on wealthy individuals contributing to such policies via taxation.
3. Liberty for all could only be achieved if the state served as a responsible vehicle for the enhancement of liberty.

It could also be argued that the classical liberals also held firm views about responsibility – albeit individual responsibility as championed by the likes of Samuel Smiles – help from others is often weakening, while self-help is strengthening. Such analysis would gain high marks on A02.

02 ‘Liberals have always been divided over the role that the state should play in the economic and social spheres.’ Discuss. (30 marks)

In order to gain marks for AO1, answers should include the following information:

The Economic Sphere

- Students should point out that the early Liberal Party was committed to ideas associated with classical liberalism, particularly laissez faire capitalism. The best students could well cite key politicians and theoreticians here. It should be noted that individuals would be allowed to enter and succeed or fail in the market on their own merits without state help or hindrance. Under such a system the economy would operate strictly according to the laws of supply and demand. Inequality was viewed as an incentive to enterprise. Top-range answers might well point out that the repeal of the Corn Laws in 1846 marked the triumph of such a *laissez faire* approach in the UK.
- Students would also need to contrast such views with the values and programmes and policies promoted by the Liberal Party in the last third of the nineteenth century, which were influenced by the New/Progressive Liberalism. Basically, that the Liberal Party reduced its commitment to the free market, accepting that some redistribution of wealth was required and that material inequalities should be narrowed, albeit by increased state activity. Whilst the Liberal Party was out of government between 1922 and 2010, students would nevertheless be expected to

discuss the continued influence of Progressive Liberalism on Liberal Party economic thinking for much of this period.

- When discussing the Liberal Democrat Party's attitudes towards economic policy the best students are likely to cover the following points: progressive rather than Classical Liberalism dominated thinking in this policy arena. Students should be able to back up this claim by utilising policy examples from the Ashdown, Kennedy and Campbell eras, particularly with regard to taxation, public spending, green policies and the like. The best answers would also be likely to cite the pro-market ideas outlined in the 'Orange Book' by those Liberal Democrats who believed that their party had moved too far to the left on economic policy. These divisions are still apparent today, as rifts between Clegg and his Liberal Democrat opponents clearly reveal, since he took his party into coalition with the Conservatives in 2010.

The Social Sphere

- In the first two thirds of the nineteenth century, classical liberalism influenced Liberal Party thinking and policy. The party accepted what was basically a 'survival of the fittest' system and a commitment to negative freedoms which advocated freedom from external interference of any sort, especially by government and the state. The state was viewed as a necessary evil, its role being merely to safeguard law, order and security.
- As Progressive Liberalism began to challenge the classical ideas in the last third of the nineteenth and early twentieth centuries the Liberal Party changed its position on the role the state should play in an attempt to improve social welfare. This was because free-market capitalism was perceived as being responsible for the setting up of barriers to genuine freedom for the working classes, who were disadvantaged by poverty, ignorance and sickness. Again, at the top end of the range expect to find references to philosophers such as T. H. Green and his criticisms of classical social theorists such as Samuel Smiles. The concepts which should be looked for would include 'positive' as opposed to 'negative' freedoms. Policy examples should be utilised to illustrate this sea-change in attitudes, for example Lloyd George's pension reforms in the early part of the twentieth century and the Beveridge Report of 1942. Post-war Liberals and most Liberal Democrats today have continued to support this 'progressive' approach towards social policy. Whilst some divisions are apparent over the extent to which the state should be involved in welfare provision and social policy, the differences are less pronounced here than they are in the economic domain. For the highest AO1 marks policy evidence is required to support/illustrate this proposition.

The marks awarded for AO2 will depend upon the quality of the arguments utilised to support/challenge the central assertion in the question.

Topic 2 Socialism**Total for this topic: 40 marks****03** How do socialists perceive equality?*(10 marks)*

Focused and perceptive answers should include the following points. For AO1 marks, expect students to discuss the following:

- Like liberals, socialists believe that all humans are born with equal rights; every individual is created equal in terms of a person's right to both justice and access to power.
- Orthodox/fundamentalist socialists believe in absolute equality – the resources of a society ought to be distributed equally through the community so as to achieve equality of outcome. Refer to the fundamental redistribution of wealth and the state ownership of production, distribution and exchange.
- During the post-war period, democratic socialism has been more associated with equality of opportunity – basically, that all individuals should be entitled to equal chances to make the best of their abilities and that the state should take positive steps to ensure this by removing any artificial barriers/impediments to the progress of any individual or group. Given such thinking individuals would not enjoy equal resources or outcomes, but none would be denied the chance to maximise their ability/potential. Such points would also score marks for AO2.
- It could be argued (for AO2 marks) that such views on equality owe more to social democracy than they do to democratic socialism. Expect discussion of New Labour and its commitment to a meritocracy.

04	<p>'Socialists in the UK have generally sought to modify capitalism rather than replace it.' Discuss. (30 marks)</p>
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Markers ought to expect a definition of capitalism along the following lines:

- An economic system in which wealth is privately owned and in which goods and services are produced for profit, as dictated by market forces, which has developed over the last five hundred years to be the economic driving force of many past and modern economies.

In order to arrive at a reasoned conclusion, the question requires students to view how socialists and parties and movements of the left have viewed capitalism from early socialism to the present day. Answers should include the following points:

- Early socialists did not attack capitalism head on, but instead offered alternatives which they assumed workers would adopt. At the top end of the range for AO1 students could refer to the small-community socialism of Owen, Fourier and Saint Simon.
- One would expect most students to recognise that Marxist and fundamentalist socialists desired the total destruction of the capitalist system on the grounds that such a fundamentally exploitative system could never reconcile the interests of the two great social classes. Furthermore, it would always work against equality and social justice. In its place, such fundamentalists argued for a command economy where all aspects of production, distribution and exchange would be state-owned and managed.
- Analysis of socialism in the twentieth century reveals the adoption of a less radical approach to capitalism. For AO1 and AO2 marks at Level 3 and above students ought to recognise that in the early decades of the Twentieth Century, the interests of the working class were being considered by capitalist enterprises and the state in both the social and economic spheres. In consequence, many socialists began to argue that an accommodation could be reached with capitalism – which is, in essence, the central contention of the actual question.
- The best answers should assert that when democratic socialism was further modified into contemporary social democracy, capitalism and socialism basically became compatible. Evidence could include the relatively limited scope of Labour's public ownership schemes and programmes, from a left-wing perspective, between 1945 and 1979 and its lack of desire to bring about a fundamental redistribution of wealth. At the very top of the range a few students might allude to Foot and Benn's championing of socialist economic orthodoxy in the face of what they viewed as the party's revisionism.
- Most students should be expected to discuss New Labour's abandonment of its commitment to state ownership and its acceptance of market economies in its revised (1995) version of Clause IV. Also the acceptance by modern social democrats that capitalism is the most effective way of creating wealth.
- It would also be appropriate to emphasise how equality of opportunity rather than equality of outcome has become part of the lexicon of the 'soft' left.

Level three and four answers for AO1 and AO2 would need to develop these points. Such responses should include examples of specific policies and programmes advocated and pursued by New Labour in government and by the party in opposition since May 2010. A few students might extend their analysis beyond the UK. The highest marks could nevertheless be achieved without doing so.

Conclusions are very likely to endorse the central claim presented in the question. Credit, however, should be given to those students who point out that parties on the far Left remain committed to the abolition of the capitalist system, in rhetoric if not actually in action.

Topic 3 Conservatism**Total for this topic: 40 marks****05** How do conservatives justify their commitment to private property? *(10 marks)*

For AO1, students should explain that Conservatism and conservatives are committed to private property for the following reasons:

- It gives people a sense of rootedness and responsibility in society. It also provides people with security in an uncertain world.
- The ownership of property gives independence and dignity to the individual, relieving him/her of complete dependence on the state.
- It gives the individual choice by encouraging him/her to differentiate him/herself through his/her material possessions.
- Furthermore, private property is indicative of the individual's 'stake' in society. According to this view the property owner has an interest in social order, a natural tendency to obey the law and an obligation to respect the private property of others.
- Property should be seen as a legitimate reward for an individual's natural talents and energies. Individuals should be allowed to enjoy the fruits of their own labours and the acquisition of material wealth functions as a powerful incentive for industriousness.
- This desire to acquire property, as well as encouraging initiative, also serves to replenish social elites. Inheritance and the passing on of wealth link both individuals and societies with their past and future and ensure continuity.

At the top end of the mark range for AO2, students would be likely to claim that most of these views would be central to the Tory tradition, but such a commitment to private property was also a key feature of New Right thinking. The best students could also well refer to Thatcherism and its zeal for privatisation and its desire to extend home ownership through its 'Right to Buy' initiatives in the council housing sphere. Also note Thatcher's hostility to high property taxes and her promotion of policies such as the Community Charge as an alternative to council rates.

06	To what extent does the contemporary Conservative Party promote traditional conservative values?	<i>(30 marks)</i>
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Answers are likely to begin with a section devoted to traditional conservative values. AO1 marks will be awarded in accordance with the depth of knowledge revealed here. When discussing these traditional conservative values the following features ought to be addressed:

- The acceptance of human imperfection and inequality.
- A commitment to tradition and established national institutions.
- Strong support for hierarchies, authority and order.
- A belief in the private ownership of property.
- Preference for pragmatism over ideology.

As a philosophy conservatism has invariably been a reaction against ideological tendencies which conservatives view as threatening the order and unity of society; these are seen as being based on false assumptions and principles.

Students could well contend that in recent decades a new consensus has emerged in the UK based on neo-liberal and neo-conservative principles. Most of the neo-conservative beliefs and values are firmly rooted in the conservative tradition, but students should point out that these have been adapted to meet the needs and requirements of the day. In discussing the influence of neo-conservatism on the contemporary Conservative Party students would be expected to refer to the links between traditional positions on morality and lifestyles and social policy and law-and-order policies. Markers should also expect students to refer to how views on patriotism and national sovereignty have influenced defence and foreign policies as well as recent and current policies on immigration. Such analysis is likely to focus on conservative policies and programmes under Cameron's leadership, but analysis and evaluation would, at the upper levels, extend to the post-Thatcher Conservative Party from 1990 to 2005.

In order to secure marks in the Level 3 and 4 ranges, students would also be required to discuss the influence of neo-liberalism on the contemporary Conservative Party. They should be aware of the fact that neo-liberalism owes more to classical liberalism than it does to traditional conservatism and that its influence was strongest during Thatcher's time in government in the 1980s. The Conservative Party then, and indeed for much of the post-Thatcher era, resisted over-government and over-regulation; it also saw social disorder as largely the responsibility of individuals rather than being attributable to the circumstances in which people lived. Expect discussion of economic policies influenced by supply-side theories and monetarism and of social policy intended to reduce the influence of the 'nanny state' on individuals in the quest to achieve responsible enterprise cultures. The very best answers might also discuss the preference for power to be reserved for individual states and not supra-national organisations (although this could also be interpreted as a traditional conservative view). Most students ought also to be aware of neo-liberal contempt for paternalism.

This question also expects students to analyse and evaluate (AO2) the extent to which traditional views have impacted upon policies and programmes in the Conservative-Party-dominated coalition government. Perceptive students are likely to assert that the 2010 Conservative Party manifesto contained proposals that were influenced by both neo-conservatism and neo-liberalism. The reality of power-sharing, however, has been compromised on many policies, so much so that some disgruntled Conservative Party members and commentators have accused their own party of betraying core conservative values and principles. Criticisms could include: the softening of policies on law and order and immigration, the failure to abolish inheritance tax, and the repatriation of powers from the European Union alongside the uncertain future for the Trident

defence programme and strategy. More recent references could also include approaches towards gay marriage, House of Lords reform and responses to the 2011 summer riots.

As with all answers in GOV3B, marks awarded for AO1, AO2 and AO3 should match the appropriate levels of knowledge revealed, the effectiveness of its utilisation in the context of the question asked/task posed and the quality of the written language utilised throughout the answer, which leads in the best essays to a reasoned and logical conclusion.

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

07 Why does fascism reject the rational ideas associated with the Enlightenment? *(10 marks)*

For AO1 marks, students would be expected to recognise that the Enlightenment is the term used to describe a period in European history, roughly corresponding to the eighteenth century, which ushered in rational ways of viewing the world and society. Rational thought claimed to be able to discover explanations for virtually everything in the world based on scientific and objective evidence. Basically, this was a sense of the world associated with universal reason and progress; it was both modern and intellectual.

At the top end of the mark range for both AO1 and AO2, students should be able to point out that the philosophical roots of fascism owe more to the voluntaristic idea that the 'will' is prior to and superior to the intellect or reason (ideas championed by the likes of Nietzsche, Sorel and Spengler). Such nineteenth-century ideas were embraced by twentieth-century fascists. Mussolini and Hitler supported these pessimistic anti-rational outlooks. They also blamed the legacy of the liberal Enlightenment for the economic, military and social failures of their respective actions during the inter-war years. Their contempt for weak, bourgeois, liberal democracy is all too evident in their rejection of 'liberty, equality and fraternity' with slogans such as 'Believe, Obey and Fight'. Fascists were (and many neo-fascists still are) convinced that instinct and the emotional drive were more important than reasoned analysis when trying to make sense of the world.

Allied to such sentiments was the belief in strong charismatic leaders as political alternatives to elected representatives, so much part of the liberal democratic tradition. Such 'Supermen' hardly fit in with the rational ideas associated with the Enlightenment.

08	‘The core ideas and values associated with fascism are alien to the British political tradition.’ Discuss.	(30 marks)
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To secure marks for AO1 students should explain the ideas and values which are associated with the ‘British political tradition’. In all probability the majority of students are likely to open their essays with such an account. They would need to make clear that this tradition is associated with a participant, civic, political culture and a constitutional political system based on what is commonly referred to in the discipline as the ‘Westminster model’. In discussing the UK’s political culture, students should write about effective political participation and choice, utilising terms such as consensus, pluralism, accountability and responsibility in the process. Such participation takes place within recognised and accepted parameters founded on the rule of law. As such, government is based on consent and the democratic mandate. The best answers will be strong on both theories and concepts. Answers at Level 2 will be more generalised in these areas. At Levels 3 and above students should deal with concepts such as the sovereignty of Parliament, ministerial accountability, multi-level governance and checks and balances, as well as the more recent feature of judicial activism. Also expect discussion of a free and critical media in ensuring some of these features.

AO1 marks will also be awarded for the discussion of core fascist beliefs and values. The comprehensive knowledge markers should expect to see in top-level answers would include:

- The rejection of liberal democracy.
- The belief in and support for strong authoritarian leadership.
- Support for and the acceptance of strident nationalism.
- Racism and/or anti-semitism.
- The rejection of rationalism/intellectualism in favour of behaviour based more on emotion (‘the heart is stronger than the head’).
- Preference for corporatism over capitalism in the economic sphere.
- The glorification of war and violence.
- The rejection of individualism.

The AO2 marks are to be gained by explaining why these core fascist beliefs and values are alien (ie foreign to) the British political tradition. Students will need to point out the stark contrasts which exist between fascistic subject (implied if not directly named) political cultures and participant political cultures. In doing so, students would be expected to refer to the totalitarian aspects of fascism, particularly its rejection of political opposition, its expectation of uncritical and unwavering support from its citizens and its hostility towards multiculturalism, social diversity and political pluralism. This critical evaluation should also extend to comparisons and contrasts being made between fascist political institutions and the afore-mentioned ‘Westminster model’.

The knowledge contained and the evaluative skills utilised by the best students are likely to lead to reasoned conclusions along the lines that core fascist ideas and values are indeed alien to the British political tradition. Some students might further argue that the extreme right’s lack of electoral success, particularly in general elections, serves as further evidence of fascism’s incompatibility with British political thinking and activity. Such claims are worthy of reward.

ASSESSMENT OBJECTIVE GRID

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