

Final



**General Certificate of Education
January 2013**

Government and Politics GOV3B

Ideologies

Unit 3B

Final

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.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2013 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered schools and colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools or colleges to photocopy any material that is acknowledged to a third party even for internal use within the school or college.

Set and published by the Assessment and Qualifications Alliance.

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 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>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 student 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. 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. 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 the importance of meritocracy in liberal thinking.****(10 marks)**

All students ought to be able to explain that, as strictly defined, the term means rule by the able and talented with merit being viewed as a combination of talent and hard work. For marks in the Level 3 and 4 bands however, students would also be expected to point out the centrality of the term to liberalism. This centrality explains its importance in liberal thinking. One would expect the best answers to contain the following points:

- Whilst liberals perceive individuals as being born equal in the sense that they are of equal moral worth and should enjoy formal equality, liberals also stress that they should be rewarded according to their different levels of talent or willingness to work.
- The term is commonly used as a principle of social justice, implying that social position and material rewards reflect the distribution of ability and effort in society at large.
- Given that in meritocracies each person is given what he or she is due, such systems are linked very much to another core liberal value – equality of opportunity.

At the very top end of the range some students might point out that meritocracies, unlike hierarchical systems, allow for social mobility and flexible patterns of inequality as opposed to fixed and structural gradations in social position and wealth. High marks could nevertheless be achieved without this comparison being made.

(02) 'Whilst opposing excessive state power, many liberals today favour greater regulation of the economy.' Discuss.**(30 marks)**

From the outset all students ought to be able to argue that liberals have traditionally been inclined to view the state with suspicion; an institution which possesses the ability/potential to threaten the rights of the individual. Expect the better students to know that classical liberals very much saw the state as a necessary 'servant' employed to ensure order and efficiency. As such, it should be kept under close restraint.

In addressing the claim made in the quotation, for AO2, students would be expected to focus on liberal concerns about the intrusion made by the modern states into citizens' lives and in perceived and actual abuses of power by the state in contemporary British life. In doing so expect students to back up their claim with relevant examples. The best students might also discuss the centralisation of power at the expense of subordinate institutions. Also expect discussion of the policies advocated to reduce this 'excessive' state power and to safeguard individual rights, eg devolution, increased roles and powers for local government, attempts to challenge 'elective dictatorships', calls for a codified constitution/Bill of Rights and rejection of 'authoritarian' law and order policies as advocated/practised by New Labour in government.

The question also possesses a clear economics dimension. Students should reveal an awareness of classical liberal support for free markets and the new/progressive liberal desire to make capitalism more humane and less socially and economically divisive. Contemporary liberalism appears to be extremely critical of unregulated markets in the light of the banking crisis which began in 2008, and the downturn in the nation's economic performance in recent

years which has led to declining consumer confidence and rising unemployment, allied to poor growth prospects. Liberals are usually perceived to be strongly committed to environmental protection and the Liberal Democrats are typically viewed as being the most strident of the major mainstream parties in trying to regulate the domestic and foreign economies in the quest to protect the planet from the ravages produced by profit and growth-driven economic systems. The Liberal Democrats have also been very critical of the growth in child poverty and of the failure of supply-side economic measures to decrease high unemployment levels. The best students ought to be aware of the considerable support which Neo-Keynesianism enjoys among most contemporary liberals, whilst also recognising the continued existence in contemporary liberal circles of individuals, economists and thinkers who remain champions of free market systems as evident in arguments presented in the 'Orange Book' (AO1 and AO2).

The AO3 marks will depend upon the quality of language and terms utilised so as to produce a coherent answer which culminates in a well-reasoned conclusion. Expect students to sum up by claiming that contemporary liberalism is indeed very much characterised by those concerns referred to in the quotation.

Topic 2 Socialism**Total for this topic: 40 marks****(03) Explain the term 'gradualism' as it applies to socialism.****(10 marks)**

Students would be expected to point out that this is a revisionist strategy which rejects the original and fundamentalist principles of revolutionary socialist theory (Marxism) in favour of gradual reform by the parliamentary route. Put simply, gradualism represents a preference for the ballot box over the mass uprising of the workers. Essentially, this is a form of socialism which accepted the liberal framework of pluralism, parliamentary democracy, constitutionalism and consent.

The best answers are likely to refer to nineteenth century British and European gradualists such as the Fabians and Eduard Bernstein who argued that socialist parties should ally themselves with progressive bourgeois parties to form a liberal/socialist parliamentary bloc, which socialists would inevitably come to dominate as a result of their electoral superiority. They might also point out that such gradualists viewed socialism as an end in itself rather than as a transitional phase towards classless communism.

At the top end of the range students might also point out that moderate centre-left parties such as Labour in the UK have long accepted the existence of the capitalist system whilst attempting to curb the negative effects of free trade through state intervention, limited redistribution and social welfare. Such 'politics of gradualism' reflect situations where socialists work within the system to achieve more limited goals.

(04) 'Equality is the defining feature of socialism.' Discuss.**(30 marks)**

All students ought to be able to point out that a commitment to equality is in many respects the defining feature of socialism and the one that most clearly distinguishes socialism from its ideological rivals. Socialist egalitarianism is characterised by a belief in social, political and economic equality. Again, expect students to be able to refer to this as equality of outcome. At the top end of the scale students could point out that traditional, orthodox socialists contended that possession of private property led to undeserved, inherited advantages among upper-income groups because those with property (industrial, commercial and domestic) would inevitably pass on accumulated wealth to their children and thus reproduce the existing political, social and economic structures with all of their inherent inequalities. Expect most students to assert that for socialists of all sorts, equality (the left-wing variant) can only be achieved through the collective/public ownership of the productive sector and the radical redistribution of wealth.

Students at the top end of the range could well point out that both the revolutionary and democratic schools of socialism were/are committed to achieving egalitarian societies. Most students however are likely to assess the importance of equality to socialists by examining how democratic socialists in Britain (essentially via the Labour Party) have championed policies and programmes over the years to secure this goal (AO1 and AO2). Again, the best students could well refer to the mismatch between socialist rhetoric and actual policies in the period up to the creation of New Labour. In doing so, expect students to point out that there has been no fundamental redistribution of wealth, nor have elite institutions like the House of Lords and the public schools been abolished in spite of the left's rhetoric. Some students could also refer to the limited scope of Labour's nationalisation programmes and to the lack of action in tackling racial and gender inequalities until the 1960s and 1990s.

The bulk of the analysis is likely to focus on New Labour from 1994 onwards. Anticipate discussions of the key elements of the 'Third Way' programme and of Labour's abandoning of its original Clause IV in favour of a revised version which accepted a 'dynamic market economy' with some state regulation. The strongest answers are likely to discuss New Labour's accommodation of capitalism at a deeper level, pointing out that New Labour claimed to be about 'wealth creation and not wealth distribution'. The better students are also likely to point out that this abandoning of traditional principles was based on the pursuit of middle-class voters.

Students are likely to conclude that the Labour Party's championing of equality has always been more rhetorical/theoretical than practical. The best students might well assert that this is not really surprising given the party's historical roots. The skill is in recognising how this represents a scaling down of the belief in absolute equality (equality of outcome) in favour of equality of opportunity: that is, the right of access to assets and opportunities that enable individuals to realise their potential. In doing so, students should back up their claims with policy examples and appropriate 'sound-bites' from New Labour.

The best students could well challenge the claim that equality is the defining feature of socialism by pointing out that this ideology also possesses other core values and aims. Expect most answers, though, to focus almost exclusively on the theme of equality. Again, expect conclusions along the lines of the democratic left's/New Labour's lip service to the notion of pure equality (Labour pragmatism). The very best answers might also point out that this isn't really that surprising given that the democratic left in Great Britain has largely reflected the trade unions' desire to achieve a parliamentary voice for the Labour movement and political representation of Christian and ethical principles such as fraternity and compassion rather than a classless society.

Topic 3 Conservatism**Total for this topic: 40 marks****(05) Why are conservatives in favour of social hierarchy?****(10 marks)**

Before explaining why conservatives favour social hierarchies, one should expect some definition/explanation of the term from students. Essentially, hierarchies are graduations of social positions or status. The term implies structural or fixed inequality in which position need not be connected with individual ability. Strong AO2 answers might well compare/contrast such structures with meritocracies.

In attempting to explain why conservatives favour such social systems, students at Levels 3 and 4 would be expected to recognise the links which exist between hierarchical systems and organic societies, ie states which function as single entities along the lines of living organisms. This perception of states being underpinned by social hierarchies was held by many conservatives in the latter part of the nineteenth century. Conservatives then, as do many today, saw it as being both natural and normal for such societies to be divided into a number of strata or hierarchies. These systems were/are viewed as being both favourable and positive because they help to create order and stability with the different strata recognising that they perform different roles which complement and support each other. In such hierarchies, inequality would be/is natural and inevitable, but this is seen as an ordered inequality in which those at the top are expected to take responsibility for the welfare of others.

The stronger answers are also likely to relate such views to principles such as 'noblesse oblige', concepts such as authority and schools of conservatism, such as the One Nation tradition.

The very best answers could well claim that whilst the idea of hierarchy now largely appears as outdated, the idea of an organic society still remains a key idea for many conservatives, not least some of the supporters of Cameron's style of conservatism. High marks could nevertheless be achieved without these points being made.

<p>(06) 'Conservatism has never been an ideology; it is a response to changing circumstances.' Discuss. (30 marks)</p>

The vast majority of answers are likely to gain marks for AO1 and AO2 by focusing on conservatism as practised in the UK. Credit should also be given, however, to those answers which examine conservatism beyond the confines of the United Kingdom, for example conservatism in the United States. High marks should nevertheless be awarded to UK-based responses as long as they are strong on factual content and reasoned.

The best answers are likely to assert that conservatism is based on a desire to defend the existing social order. Strong students are also likely to claim that conservatives celebrate the 'accumulated wisdom of the past' and that they are opposed to radical change. In order to secure high marks for AO1, students should also refer to the key works produced by conservative scholars and thinkers, eg Michael Oakeshott and Roger Scruton, who have stressed that conservatism is really a question of temperament (essentially the rejection of fashionable political ideas circulated by liberal and socialist intellectuals to mobilise their support-base behind reformist or radical agendas) and not doctrine. Also anticipate references to Burke's critique of the French Revolution and his case for conservatism as an anti-ideological political philosophy, as well as discussions of Disraeli's One Nation Conservatism. Answers at Level 3 and above should also refer to the ideas and policies associated with the Butskellite post-war consensus as further evidence of British conservatism's pragmatism and flexibility.

Students would also be expected to discuss how conservatism in the UK became more ideological/doctrinaire in the 1970s, with the best students revealing awareness of Heath's Selsdon Programme. The majority of students ought to be expected to discuss Thatcher's moving of the Conservative Party to the right in line with the core ideas associated with the New Right. In dealing with this theme top-level responses are likely to reveal familiarity with the ideas and writings associated with Adam Smith, Milton Friedman, Friedrich Von Hayek and Charles Murray. In awarding marks for AO2, look for arguments and assertions along the lines of how, and to what extent, this New Right agenda was pursued by Conservative governments during the 1980s. Some analysts and commentators have argued that Thatcher was not as doctrinaire as conventional wisdom might suggest, citing her rejection of some of Keith Joseph's 'more extreme' proposals and willingness to talk to Irish Republicans during the Hunger Strike protests as evidence of her grounded response to politics. Students who pursue such lines of argument should be duly credited. It could be argued that there were returns to pragmatism at the expense of ideology in aspects of Major's, Hague's, Duncan-Smith's and Howard's policy pronouncements and actual programmes. Yet it would also be fair to claim that Thatcherism continued to exert its ideological influence between 1990 and 2005. Marks should be awarded in line with the strength, quality and accuracy of the arguments presented to support/refute the claim that pragmatism was a more potent force than doctrine during these years.

Expect many answers to focus heavily on conservatism in the Cameron era. Most analysts and observers, and indeed Cameron himself, would argue that he is a 'common-sense' politician rather than an ideologue. He initially claimed that he desired to pull his party towards a more centrist and moderate political stance. Once again, marks should be awarded for AO1 in line with strength, depth and accuracy of the information presented to support/refute such views. Obviously, the best answers will utilise a range of appropriate policy examples and political statements to justify the claims being made.

Students who have studied conservatism outside the UK are likely to assess the validity of the claim from a largely US-based perspective, pointing out how contemporary American conservatism is highly ideological. Where non-American examples are used, marks should be awarded in line with the quality and relevance of the information included and the strength of analysis and evaluation evident in the script.

Ultimately, the strength of the answers will depend upon the students' ability to ascertain the extent to which conservatism has been/is more about pragmatism than adherence to political blue-prints, alongside the ability to distinguish between rhetoric and practice. Whatever the conclusion arrived at, all students ought to be able to appreciate that in spite of conservatism's traditional mistrust of human reason and its dislike of abstract theories and principles, it does nevertheless possess a distinct philosophy which is most certainly based on clear and coherent theoretical principles.

Topic 4 Fascism**Total for this topic: 40 marks****(07) Why is national struggle central to fascism?****(10 marks)**

The best students could well point out that fascists were heavily influenced by Darwin's theory of Natural Selection. Although this theory was developed in the general field of natural science, fascists adopted it to explain the workings of the social, economic and political spheres. One should expect all students who attempt this question to be able explain that fascists viewed human existence as being based on competition and struggle (essentially Darwin's notion of 'the survival of the fittest'). One should also expect students to recognise that fascists viewed such struggle as being not just a natural feature of social life but also an inevitable feature of such existence. By addressing these connections students ought to be able to emphasise the fascist contention that only competition and conflict guarantee human progress and ensure that the fittest and strongest survive and prosper.

Students might also point out that such views also explain the fascist glorification of warfare, war providing the ultimate testing ground of such virility as embodied in such statements as 'victory to the strong and the weak must go to the wall' (Hitler). Warfare can also be seen as the most effective method for eliminating the weak and inadequate for the common good.

Such propositions should serve to establish the centrality of national struggle as a means of creating a strong and powerful nation. The best students should also recognise the significance of such views and beliefs in the context of fascism's rejection of humanist values in favour of martial values such as loyalty, duty, obedience and self-sacrifice as encapsulated in the notion of 'strength through unity'.

(08) 'Fascism rejects the values of liberal democracy.' Discuss.**(30 marks)**

Expect students to outline the key features of liberal democracy (AO1), before going on to test the assertion that fascism amounts to a rejection of such values (AO2). The values which examiners should look for would include commitments to freedom, the promotion of equality, problem-solving through rational/logical processes and the belief in progress. Basic answers should point out that those who supported/support fascism reject these core liberal values/liberal democracy in favour of a totalitarian system based on the cult of the leader, characterised by the rejection of rational thinking and the desire for progress and modernisation in favour of a system which sought to preserve the spiritual and cultural unity of traditional society. The more sophisticated responses to the question will develop this theme by pointing out that in abandoning the liberal belief in universal reason, fascism placed its faith entirely in history, culture and the idea of an organic community shaped not by rationalism but by innate loyalties and emotional bonds forged by a common past. The best students will produce answers which recognise that such emphasis on the organic unity of the national community gives fascism its distinctive anti-liberal character (AO2) and puts it at odds with such core liberal ideas as pluralism, tolerance, individualism and internationalism (AO1), developing the core theme presented in the initial discussion of liberal values. Fascists also traditionally rejected free-market economics in favour of corporatism. Neo-fascists are also highly sceptical of globalisation. In essence this denies room for dissent and debate, allowing only conformity.

At Level 4, students might discuss the claims made by neo-fascists that they represent a form of 'democratic fascism' often linked to anti-immigration campaigns. This variant of fascism is

usually associated with the growth of insular ethnically or racially biased forms of nationalism that have sprung up against globalisation and supranationalism. If students pursue this discussion they ought to be able to recognise/appreciate the inherent contradiction in the neo-fascist claim to being 'democratic', given the movement's inability to accommodate itself to principles such as pluralism, toleration and individualism.

The AO3 marks ought to reflect the quality of language and arguments presented to arrive at a reasoned and logical conclusion.

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