



**General Certificate of Education**

**Government and Politics  
1151/2151**

**GOV3B Ideologies**

**Specimen Mark Scheme**

**Specimen mark scheme for examinations in June 2010 onwards**  
**This mark scheme uses the [new numbering system](#)**

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

**COPYRIGHT**

AQA retains the copyright on all its publications. However, registered centres 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 centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

Copyright © 2007 AQA and its licensors. All rights reserved.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales (company number 3644723) and a registered charity (registered charity number 1073334). Registered address: AQA, Devas Street, Manchester M15 6EX.  
*Dr Michael Cresswell*, Director General.

**A2 GOVERNMENT AND POLITICS  
GENERIC MARK SCHEME for 10 mark questions**

<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. 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 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><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. 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>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>	

**A2 GOVERNMENT AND POLITICS  
GENERIC MARK SCHEME for 30 mark questions**

<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 clear, structured and sustained arguments and explanations making excellent use of appropriate political vocabulary. The response should be legible with few, if any, errors of spelling, punctuation and grammar. The candidate produces answers with a clear sense of direction leading towards a coherent conclusion.</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 and explanations making good use of appropriate political vocabulary. The response should be legible but there may be occasional errors of spelling, punctuation and grammar. A conclusion is linked to the preceding discussion.</p>

**GENERIC MARK SCHEME for 30 mark questions**

<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>	<b>Skills: Analysis &amp; Evaluation</b>	<b>Communication</b>
<b>A01</b>	<b>A02</b>	<b>A03</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 attempts to develop an argument using basic political vocabulary. There are frequent errors of spelling, punctuation and grammar and legibility may be a problem. Where a conclusion is offered, 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 sited 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 which is not fully coherent and which is expressed without using political vocabulary. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible. A conclusion is either not offered or it is not related to the preceding material.</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****Total for this topic: 40 marks****(01) How have Conservatives traditionally viewed human nature?****(10 marks)**

Compared with other ideologies such as liberalism and socialism, the conservative view is essentially pessimistic.

- Humankind is born with original sin.
- Individuals are not driven by reason, but by basic appetites.
- Human nature is not constant, but changes as society changes. Human needs change according to circumstances.
- People are essentially selfish and untrustworthy. They are more interested in their own welfare than that of the community as a whole.
- Because of these traits humans need firm government.
- Edmund Burke – the relationship between the government and the people should be similar to that between parent and a child.

Weaker candidates may concentrate upon a few points and show a limited understanding of what Conservatives are with a rudimentary appreciation of the concept of human nature.

Most candidates will be able to identify that Conservatives do not want to see change and understand that human nature is flawed.

The most able candidates will demonstrate a full understanding the ideas underpinning the conservative view. They will appreciate that conservatism has an inherent set of principles but is also pragmatic. Whilst Conservatives appreciate that humans are flawed, they also appreciate that there is a capacity for being positive in the right circumstances, for example Cameron's view.

**(02) To what extent does David Cameron's brand of Conservatism represent a break from Thatcherism?****(30 marks)**

Define Thatcherism: economically, socially, culturally, politically.

Thatcherite values are still apparent:

- Economic management should be conducted on the basis that monetary and fiscal responsibilities should be preserved.
- Where the private sector can supply services more effectively than the public sector it should be used.
- Society needs to allow individualism to flourish and allow free markets which can help to extend wealth creation.
- For the sake of security against terrorism and rising levels of violent crime, society must accept a reasonable sacrifice of individual rights.
- Britain's foreign policy interests should largely coincide with those of the USA so that the alliance with America can be preserved.

Yet Cameron has also distanced the Conservative Party from aspects of Thatcherism which he now perceives to be out of step with popular opinion:

- The principles of the welfare state should be preserved ie its services should be largely free at the point of delivery according to needs rather than means.
- The quality of public services must not be sacrificed for the sake of tax cuts.
- Conservatives need to show compassion 'hug a hoody'.
- The championing of environmental/green policies as priorities.
- The desire to achieve more effective work/life balances in families.
- A commitment to localism which suggests that the regulatory state which has imposed detailed targets for public service delivery might be scaled back.
- A social libertarian attitude towards drugs.

Cameron's 'Built to Last' pronouncement in 2006 contained eight key statements. A popular opinion poll for The Times in March 2006 found that many respondents wrongly attributed five of these statements to Labour rather than the Conservatives!

The strength of the answer depends on the quality of the knowledge and skills utilised to measure the extent to which Cameron's brand of Conservatism represents a break from Thatcherism.

Weaker candidates are likely to show a limited understanding with an outline appreciation of Thatcherism. They are likely to use simple descriptions of some of the changes demonstrating a limited awareness of how Cameron appreciates conservatism.

Most candidates will appreciate that Thatcherism is aberrant in terms of Conservatism and that Cameron, whilst he embraces some elements of Thatcherism, appears to be moving in a more centrist direction.

The best candidates will have a detailed knowledge and understanding of Thatcherism and a strong awareness of Cameron's policy pronouncements to date and the implications of the changes he is introducing. This will enable them to arrive at a logical conclusion addressing whether Cameron's brand of conservatism represents a break from Thatcherism. At the highest level, candidates would be aware of how Cameron has adapted to Gordon Brown's leadership with regards to the development and promotion of Conservative values and programmes / policy.

Material studied elsewhere can be used in answering this question. The concepts and content of Unit 1 on parties are particularly relevant, but concepts and theories from elsewhere may also be used. The synoptic elements of the answer will be acknowledged and rewarded in accordance with the generic mark scheme.

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

(03) Explain why liberals emphasise the importance of consent and constitutionalism. (10 marks)

For liberals, authority and social relationships should always be based on consent, ie willing agreement. Government should be based on the 'consent of the governed'. This is why liberals favour representation and democracy. Consent also ensures that politicians are publicly accountable and ultimately removable.

Whilst liberals see government as vital for order and stability in society, they are also concerned that governments may become a tyranny against the individual. Liberals therefore support limited government which can best be attained through the fragmentation of government power. This can be achieved by the creation of checks and balances and through the establishment of a written/codified constitution, usually embodying a bill of rights, that defines the relationship between the State and the individual. Constitutionalism therefore allows for formal, institutional and often legal restrictions upon government officials and bodies.

Weaker candidates are likely to possess a limited awareness of the concepts of consent and constitutionalism and have an outline appreciation of why liberals are supportive of these two terms. They may concentrate more upon the perceived party / electoral advantage or adopting a normative approach about the 'rightness' of consent and constitutionalism.

Most candidates will have a good understanding of the concepts of consent and constitutionalism and a sound appreciation of their inherent significance to liberals

The best candidates will possess a comprehensive knowledge and understanding of these concepts and demonstrate an insight into the reasons why these terms were and still are central to liberal core values.

(04) 'We are all liberals now.' To what extent have liberal ideas influenced the policies of the major political parties in recent years? (30 marks)

Academics and commentators have argued that not only has the Liberal Party spread ideas of liberalism in the UK but in recent years so have the Conservative and Labour Parties as well.

Core ideas championed formerly by the Liberal Party and more recently by the Liberal Democrats include:

- A commitment to personal liberty.
- Tolerance.
- Limited government.
- The Free Market/classical economies.

Candidates are expected to differentiate between classical and progressive/new liberalism.

In the 1980s the Conservatives adopted an essentially neo-liberal agenda. Thatcher and the New Right looked at the past and eventually recycled the ideas of classical liberalism, particularly regarding the economy and the role of the individual. Key concepts to be alluded to ought to include:

- Free Market economies/the rejection of Keynesian demand management.
- Privatisation.
- Deregulation.

These ideas have continued to influence Conservative thinking and policies post-Thatcher.

Much of New Labour's 'Third Way' ideological approach can also be seen as having its roots in liberalism:

- Neo-liberal Economics – essentially the continuation of the political economic approach established by the Conservatives.
- Equality of Opportunity – Labour has abandoned its commitment to equality of outcome.
- Multiculturalism and Pluralism – tolerance for a variety of groups and cultures within society rather than the aim of establishing a specifically socialist culture (arguably views on multiculturalism are now changing).
- Individual Rights – the Human Rights Act (2000) has given UK citizens a body of established rights for the first time.
- Constitutional Reform – Labour's approach has broadly mirrored that of the Liberals – increased separation of powers, support for devolution, elected mayors, regional government.
- Abolition of Clause IV.

It could therefore be argued that the obvious championing of core liberal values by the Liberal Democrats, and perhaps more significantly the adoption of such a wide ranging set of liberal ideas by both Labour and the Conservatives, justifies the claim that 'we are all Liberals now'. Liberalism appears to have been so successful that all other ideologies compete within the parameters established by Liberal ideology.

The strength of answer depends upon the candidate's ability to ascertain the extent which liberal ideas have influenced the policies of the major political parties in recent years.

Weaker candidates are likely to provide a superficial account of liberal ideas and the extent to which they have influenced party policies across the board in recent years. 'Recent' could also be interpreted in a very narrow context.

Most candidates will reveal a sound knowledge of core liberal beliefs and values and a good appreciation of their impact on party policies.

The most able candidates will demonstrate full knowledge and understanding of the issues raised in the question and be able to distinguish between classical and progressive liberalism. They will be able to indicate how these different strands of thinking have impacted on party policies, supported with examples of policies and Liberal stances adopted by the other parties and the implications of this. They might begin their analysis in the immediate post-war period, but the bulk of their answers would probably focus on the Thatcherite era and the post-Thatcherite era. At the highest level, candidates will utilise their knowledge of the Brown premiership to ascertain the influence of liberal thinking on Labour policies in the post-Blair era.

The use of relevant material gained elsewhere in the candidates' study of this A level will be acknowledged and rewarded appropriately.

**Topic 3****Total for this topic: 40 marks****(05) Explain why socialists support collectivism.****(10 marks)**

Socialists believe that human beings naturally possess the capacity for collective action, ie their willingness and ability to achieve goals by working together rather than through self-striving. This view is based on the belief that there is a social core to human nature ie humans are essentially social creatures bound together by a common humanity.

Collectivism thus strengthens social bonds and promotes cooperation, benefiting both the individual and society. For socialists, collectivism can be promoted in a variety of ways, eg via trade unionism, class solidarity and the welfare system.

Weak students might provide a very simplistic description of the two concepts and analysis is likely to be limited. Weaker candidates are likely to rely more on the institutional means of promoting collectivism (Trade Unions, welfare systems, etc) and may reverse the argument – so that since Socialists support these institutions they support collectivism.

Most students will have a sound appreciation of the term socialist and will appreciate what is meant by collectivism. The explanation would point out that collectivism has always been a core socialist value, even though this might be more in theory than practice.

The most able students will appreciate the variety of socialist types which exist within the polity and would provide a clear description of the term collectivism, recognising its significance to socialists and making explicit reference to human nature. They would also appreciate how, in recent decades, it has become less of a shibboleth as society has become more individualistic.

**(06) 'Traditional socialist ideas have rarely been reflected in Labour's policies in government.' Discuss.****(30 marks)**

- A comprehensive knowledge and understanding of the core ideas of traditional orthodox socialism, particularly its commitment to public ownership, full employment, egalitarianism, welfarism and the class struggle are demonstrated.
- Answers to reveal an awareness of the actual policies championed and pursued by Labour governments in practice.
  - i. Quest for full employment.
  - ii. Welfarism.
  - iii. Nationalisation of the 'Commanding Heights' of the economy under Attlee.
  - iv. Wilson's quest for egalitarianism via the comprehensive education programme.
  - v. Healey's claim that he would "squeeze the rich" in the 1974–1979 period.
- Candidates would also be aware that the scope of Attlee's nationalisation programme was attacked for being too limited by groups such as the 'Keep Left group' and that Wilson's anti-inflation policies and attempts to make striking more difficult were attacked by the Trade Unions in the 1960s. The Left also attacked the Wilson Government's pro-USA stance regarding the war in Vietnam. Callaghan's

anti-inflation policies and cuts to public spending were also attacked by the Trade unions and the Left between 1976 and 1979.

- Candidates would also be aware that Blair re-interpreted socialism in establishing New Labour and recognise that he practiced a more limited variant of socialism. Candidates would also point out that for much of the post war period, Labour governments actually practiced Keynesianism and settled for a mixed economic rather than a settling for full blown socialist economics which would have fundamentally redistributed wealth in the UK. Blair's enthusiasm for the market and this emphasis on equality of opportunity in the 'Third Way' strategy should also be discussed.

In undertaking these assessments, candidates ought to be able to clearly recognise comparisons and contrasts between the rhetoric of socialism and policy delivery in actuality.

The quality of the answer ultimately depends on the candidate's effective scrutiny of the proposition. In essence this requires the candidate to show knowledge of core socialist beliefs and values and to be able to evaluate the extent to which these socialist ideas can be found in actual labour policies in government.

Weaker students might not understand the importance of the term 'traditional' in this question and therefore struggle to assess the extent to which these ideas have influenced Labour's policies in government. They are likely to develop a partial and/or superficial focus on the question and answers may rely on a limited perspective of the historical development of Labour's policies. The weakest responses may focus solely on the period since 1997.

Most students will appreciate the traditional socialist ideas are those associated with democratic socialism and 'old Labour'. They should be able to point out that there is a wide difference between theory and practice with regard to the application of these ideas when Labour has been in government.

The most able students would reveal a comprehensive knowledge and understanding of the core values associated with traditional socialism and would utilise this knowledge in a measured way to arrive at a logical conclusion by comparing such ideas with the actual policies and programmes advocated and implemented by Labour Governments. The best students are likely to view the situation over a significant time span (eg 1945 to the present day). At the highest level, candidates will utilise their knowledge of Brown's premiership to measure the extent to which traditional socialist ideas are evident in the policies of the Labour Government post-Blair.

The quality of the answers to this question will be enhanced by references to material about, for example, the nature of British political parties, party competition, the impact of groups of policy making and wider public participation gained in other units of study. Such synoptic references will be acknowledged and rewarded appropriately.

**Topic 4****Total for this topic: 40 marks****(07) Explain the term 'Corporate State'.****(10 marks)**

The term refers to a way of organising the State that was first developed by Mussolini in Italy and then copied by Franco in Spain.

For fascists, the national community stood above all other social organisations, but this national community could be undermined by organised labour and capitalist business interests, each of whom possessed their own self-interested agenda. Under the auspices of the fascist ruling party these two groups would be obliged to work together to strengthen the national community rather than competing with each other for ascendancy. This arrangement would be achieved via the Corporate State in which the government would act as a broker in a tripartite structure. Originally this arrangement was intended to provide an alternative to state nationalisation and free market capitalism, and such as it was a new form of economic organisation.

Weak students could struggle with this concept, failing to appreciate its fascist origins. They may concentrate in the structure of the corporate state and show little or no historical perspective.

Most students would recognise the terms 'origins' in Italian fascism and appreciate its economic as well as political significance.

The best students would demonstrate a full understanding of the term, recognising the concept as an idea straddling the middle ground politically and economically between free market liberal democracies and command economies. An appropriate historical perspective would be developed in the course of explaining its meaning.

**(08) 'Fascism constitutes a revolt against Western liberal democratic values.' Discuss.****(30 marks)**

Candidates need to reveal a knowledge and awareness of core Western liberal democratic values, basically:

- Rationalism
- Progress
- Freedom of equality
- The democratic process
- Individualism
- Capitalism

In contrast, fascism's core values/beliefs include:

- A rejection of rationalism and the emphasis on mythology and emotion.
- It is reactionary, harking back to better historical times.
- It is totalitarian.
- It emphasises struggle and the need for strong heroic leadership.
- It views war and conflict as necessary and good.

- It is anti-capitalist
- It focuses on the importance of the nation and racial supremacy.
- The German National Socialist variant champions anti-semitism.
- In essence it advocates the creation of organically unified national communities and a belief in 'strength through unity' from which the 'new man' would emerge. He would be motivated by duty, honour and self-sacrifice and be prepared to dedicate his life to the glory of his nation/race and to give unquestioning obedience to a supreme leader.

Candidates will use this information to assess the extent to which fascism does/does not constitute a revolt against Western liberal democratic values.

Weaker candidates are likely to focus on liberal democratic values or fascist beliefs but fail to appreciate the significance of fascism as a reaction against the dominant liberal values of the time.

Most students will recognise the historical location of fascism as a philosophy which rejected core western liberal democratic values but also had its routes in anti-Communism.

The better candidates will explore the elements of the Western Liberal Democratic tradition and the underlying values and juxtapose these with the values and practices underlying fascist regimes. They will appreciate the historical evolution of fascism and show a full awareness of the extent to which fascism in its various manifestations rejects and undermines the liberal democratic orientation.

Exploration of Liberal democratic values will be facilitated by reference to the theories and concepts about the nature of participation, the role of parties and their ideologies (especially in Unit 1) studied earlier in the AS course. Synoptic references will be acknowledged and rewarded appropriately.

**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>	<b>4</b>	<b>12</b>	<b>16</b>
<b>AO2</b>	<b>4</b>	<b>12</b>	<b>16</b>
<b>AO3</b>	<b>2</b>	<b>6</b>	<b>8</b>
<b>Total</b>	<b>10</b>	<b>30</b>	<b>40</b>