

GCE 2004  
*June Series*



# Mark Scheme

## Government and Politics

### *A2 Unit 7 – Ideas in Contemporary British Politics (GOV7)*

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

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

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## CRITERIA FOR MARKING AS/A2 GOVERNMENT AND POLITICS

### Introduction

The 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 paragraphs 7.2 and 8.4 of the specification.

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

Consistency of marking is of the essence in all public examinations. It is therefore of vital importance that assistant examiners apply the marking 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.

### Using a levels of response mark scheme

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

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

In making decisions away from the middle of the Level, examiners should ask themselves questions relating to candidate attainment, including the quality of language. The more positive the answers, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided. A candidate's script should be considered by asking "Is it:-

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

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

**A2 GOVERNMENT AND POLITICS, EXCLUDING SYNOPTIC UNIT (GOV4, GOV5, GOV6, GOV7)**

**GENERIC MARK SCHEME for Question 1 part (a) (Total: 8 marks)**

|  | <b>Knowledge and Understanding:<br/>Recall, Select &amp; Deploy</b>                                                                                                                                                                                              | <b>Skills:<br/>Analysis &amp; Evaluation</b>                                                                                                                                                                  | <b>Communication</b>                                                                                                                                                                                                                                                                                                                                                          |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>AO1</b>                                                                                                                                                                                                                                                       | <b>AO2</b>                                                                                                                                                                                                    | <b>AO3</b>                                                                                                                                                                                                                                                                                                                                                                    |
|  | <b>Levels 3 - 4<br/>(2 marks)</b><br>The candidate demonstrates a good to excellent knowledge and understanding of political data, concept(s) or term(s). Where appropriate, the candidate produces accurate and/or relevant examples to illustrate points made. | <b>Levels 3 - 4<br/>(3 - 4 marks)</b><br>The candidate applies a good to excellent range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument. | <b>Levels 3 - 4<br/>(2 marks)</b><br>The candidate communicates clearly and effectively using appropriate political vocabulary. The answer has a clear sense of direction, is focused on the question and, where appropriate, has a conclusion which flows from the discussion.                                                                                               |
|  | <b>Levels 1 - 2<br/>(1 mark)</b><br>The candidate demonstrates limited knowledge and understanding of political data, concept(s) or term(s). The candidate produces few or inaccurate examples and/or limited evidence to illustrate points made.                | <b>Levels 1 - 2<br/>(1 - 2 marks)</b><br>The candidate applies a limited range of concepts and makes little or limited use of political theory or ideas in developing an explanation or argument.             | <b>Levels 1 - 2<br/>(1 mark)</b><br>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. A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit. |

**A2 GOVERNMENT AND POLITICS, EXCLUDING SYNOPTIC UNIT (GOV4, GOV5, GOV6, GOV7)**

**GENERIC MARK SCHEME for Question 1 part (b) (Total: 12 marks)**

|  | <b>Knowledge and Understanding:<br/>Recall, Select &amp; Deploy</b>                                                                                                                                                                                                                                                                                                                                                                           | <b>Skills:<br/>Analysis &amp; Evaluation</b>                                                                                                                                                                             | <b>Communication</b>                                                                                                                                                                                                                                                                       |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>AO1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>AO2</b>                                                                                                                                                                                                               | <b>AO3</b>                                                                                                                                                                                                                                                                                 |
|  | <p><b>Level 4<br/>(5 - 6 marks)</b></p> <p>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, accurate evidence and, where appropriate, good to excellent examples to illustrate points made.</p> | <p><b>Levels 3 - 4<br/>(3 - 4 marks)</b></p> <p>The candidate applies a good to 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<br/>(2 marks)</b></p> <p>The candidate communicates clearly and effectively using appropriate political vocabulary. 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<br/>(3 - 4 marks)</b></p> <p>The candidate demonstrates sound 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>                                                                                      |                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                            |

**GENERIC MARK SCHEME for Question 1 part (b) (continued)**

|  | <b>Knowledge and Understanding:<br/>Recall, Select &amp; Deploy</b>                                                                                                                                                                                                                                                                                                                                                                  | <b>Skills:<br/>Analysis &amp; Evaluation</b>                                                                                                                                                      | <b>Communication</b>                                                                                                                                                                                                                                                                                                                                                          |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>AO1</b>                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>AO2</b>                                                                                                                                                                                        | <b>AO3</b>                                                                                                                                                                                                                                                                                                                                                                    |
|  | <b>Levels 1 - 2<br/>(1 - 2 marks)</b><br>The candidate demonstrates slight to basic knowledge and understanding of political concepts, institutions and processes. The candidate makes a very limited attempt to address the requirements of the question and provides little to partial but reasonably effective interpretation. Answers offer limited or little evidence and few or inaccurate examples to illustrate points made. | <b>Levels 1 - 2<br/>(1 - 2 marks)</b><br>The candidate applies a limited range of concepts and makes little or limited use of political theory or ideas in developing an explanation or argument. | <b>Levels 1 - 2<br/>(1 mark)</b><br>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. A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit. |

**A2 GOVERNMENT AND POLITICS, EXCLUDING SYNOPTIC UNIT (GOV4, GOV5, GOV6, GOV7)**

**GENERIC MARK SCHEME for Question 1 part (c) (Total: 20 marks)**

|  | <b>Knowledge and Understanding:<br/>Recall, Select &amp; Deploy</b>                                                                                                                                                                                                                                                                                                                                       | <b>Skills:<br/>Analysis &amp; Evaluation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Communication</b>                                                                                                                                                                                                                                                                                                                |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>AO1</b>                                                                                                                                                                                                                                                                                                                                                                                                | <b>AO2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>AO3</b>                                                                                                                                                                                                                                                                                                                          |
|  | <p><b>Level 4<br/>(7 - 8 marks)</b><br/>The candidate demonstrates a comprehensive knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them. The candidate fully addresses the requirements of the question and demonstrates excellent contextual awareness.</p> <p>The answer includes excellent examples to illustrate points made.</p> | <p><b>Level 4<br/>(7 - 8 marks)</b><br/>The candidate displays excellent awareness of the implications and demands of the question. There is an excellent focus on the specific question asked. There is a clear evaluation of political institutions, processes and behaviour which displays a sophisticated awareness of viewpoints and issues.</p> <p>Appropriate parallels and connections are clearly identified together with comparisons. A wide range of concepts is used.</p> | <p><b>Level 4<br/>(4 marks)</b><br/>The candidate communicates arguments, explanations and conclusions with clarity. Excellent use is made of political vocabulary to construct cogent and coherent arguments. The answer has a clear sense of direction, culminating in a conclusion that flows from the preceding discussion.</p> |
|  | <p><b>Level 3<br/>(5 - 6 marks)</b><br/>The candidate demonstrates sound knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them. The answer clearly addresses the requirements of the question and demonstrates sound contextual awareness.</p> <p>The answer includes good examples to illustrate points made.</p>                     | <p><b>Level 3<br/>(5 - 6 marks)</b><br/>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 viewpoints and issues. There is good recognition of parallels and comparisons. Appropriate concepts are used.</p>                                                                              | <p><b>Level 3<br/>(3 marks)</b><br/>The candidate communicates arguments, explanations and conclusions well. Good use is made of political vocabulary to construct clear arguments and explanations.</p> <p>The candidate produces an answer with a conclusion linked to the preceding discussion.</p>                              |

**GENERIC MARK SCHEME for Question 1 part (c) (continued)**

|  | <b>Knowledge and Understanding:<br/>Recall, Select &amp; Deploy</b>                                                                                                                                                                                                                                                                                                                                                                    | <b>Skills:<br/>Analysis &amp; Evaluation</b>                                                                                                                                                                                                                                                                                                                                                                            | <b>Communication</b>                                                                                                                                                                                                                                            |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>AO1</b>                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>AO2</b>                                                                                                                                                                                                                                                                                                                                                                                                              | <b>AO3</b>                                                                                                                                                                                                                                                      |
|  | <p><b>Level 2<br/>(3 - 4 marks)</b></p> <p>The candidate demonstrates outline knowledge and understanding of political concepts/theories/institutions and processes and some awareness of the relationships between them. The candidate makes a limited attempt to address the question and demonstrates contextual awareness covering part of the question.</p> <p>The answer includes simple examples to illustrate points made.</p> | <p><b>Level 2<br/>(3 - 4 marks)</b></p> <p>The candidate displays limited 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 partial awareness of viewpoints and issues.</p> <p>There is some recognition of basic parallels and comparisons with limited use of concepts.</p> | <p><b>Level 2<br/>(2 marks)</b></p> <p>The candidate communicates arguments and conclusions adequately with limited use of political vocabulary.</p> <p>A conclusion is offered but its relationship to the preceding discussion may be modest or implicit.</p> |
|  | <p><b>Level 1<br/>(1 - 2 marks)</b></p> <p>The candidate demonstrates a slight and incomplete knowledge and understanding of political institutions and processes and limited awareness of the relationships between them. There is little attempt to address the requirements of the question.</p> <p>The answer includes few, if any, examples which may be inaccurately reported or inappropriately used.</p>                       | <p><b>Level 1<br/>(1 - 2 marks)</b></p> <p>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, with little awareness of viewpoints and issues.</p> <p>There is little, if any, recognition of parallels and comparisons. The use of concepts is superficial and naïve.</p>      | <p><b>Level 1<br/>(1 mark)</b></p> <p>The answer relies upon narrative, which is not fully coherent. There is little or no use of political vocabulary.</p> <p>A conclusion, if present, is not adequately related to the preceding discussion.</p>             |

**A2 GOVERNMENT AND POLITICS, EXCLUDING SYNOPTIC UNIT (GOV4, GOV5, GOV6, GOV7)**

**GENERIC MARK SCHEME for Questions 2, 3 and 4 (Maximum 40 marks)**

|  | <b>Knowledge and Understanding:<br/>Recall, Select &amp; Deploy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Skills:<br/>Analysis &amp; Evaluation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Communication</b>                                                                                                                                                                                                                                                                                                                                        |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>AO1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>AO2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>AO3</b>                                                                                                                                                                                                                                                                                                                                                  |
|  | <p><b>Level 4<br/>(13 - 16 marks)</b></p> <p>The candidate demonstrates a comprehensive knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them. The candidate fully addresses the requirements of the question and demonstrates excellent contextual awareness.</p> <p>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<br/>(13 - 16 marks)</b></p> <p>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 a clear and full evaluation of political institutions, processes and behaviour which displays a sophisticated awareness of differing viewpoints and recognition of issues.</p> <p>Appropriate parallels and connections are clearly identified together with well-developed comparisons. A wide range of concepts are used and developed.</p> | <p><b>Level 4<br/>(7 - 8 marks)</b></p> <p>The candidate communicates arguments, explanations and conclusions with clarity. Excellent use is made of political vocabulary to construct cogent and coherent arguments and explanations. The answer has a clear sense of direction, culminating in a conclusion that flows from the preceding discussion.</p> |
|  | <p><b>Level 3<br/>(9 - 12 marks)</b></p> <p>The candidate demonstrates sound knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them. The answer clearly addresses the requirements of the question and demonstrates sound contextual awareness.</p> <p>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<br/>(9 - 12 marks)</b></p> <p>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<br/>(5 - 6 marks)</b></p> <p>The candidate communicates arguments, explanations and conclusions well. Good use is made of political vocabulary to construct clear arguments and explanations.</p> <p>The candidate produces an answer with a conclusion linked to the preceding discussion.</p>                                               |

**GENERIC MARK SCHEME for Questions 2, 3 and 4 (continued)**

|  | <b>Knowledge and Understanding:<br/>Recall, Select &amp; Deploy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Skills:<br/>Analysis &amp; Evaluation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Communication</b>                                                                                                                                                                                                                                             |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>AO1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>AO2</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>AO3</b>                                                                                                                                                                                                                                                       |
|  | <p><b>Level 2<br/>(5 - 8 marks)</b><br/>The candidate demonstrates outline knowledge and understanding of political concepts/theories/institutions and processes and some awareness of the relationships between them. The candidate makes a limited attempt to address the question and demonstrates contextual awareness covering part of the question.</p> <p>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<br/>(5 - 8 marks)</b><br/>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.</p> <p>There is some recognition of basic parallels and comparisons. Arguments and explanations are undeveloped with limited use of concepts.</p> | <p><b>Level 2<br/>(3 - 4 marks)</b><br/>The candidate communicates arguments and conclusions adequately with limited use of political vocabulary.</p> <p>A conclusion is offered but its relationship to the preceding discussion may be modest or implicit.</p> |
|  | <p><b>Level 1<br/>(1 - 4 marks)</b><br/>The candidate demonstrates a slight and incomplete knowledge and understanding of political institutions and processes and limited awareness of the relationships between them. 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<br/>(1 - 4 marks)</b><br/>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.</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><b>Level 1<br/>(1 - 2 marks)</b><br/>The answer relies upon narrative, which is not fully coherent. There is little or no use of political vocabulary.</p> <p>A conclusion, if present, is not adequately related to the preceding discussion.</p>            |

**June 2004****Unit GOV7 – Ideas in Contemporary British Politics****1****Total for this question: 40 marks**

- (a) Using the extract, explain why *the environment began to move up the political agenda in the latter part of the 1980s*. (8 marks)

Essentially a skills based question. Candidates are expected to reveal an awareness of how a catalogue of eco-disasters and environmental problems served to increase interest in, and an awareness of, serious Green concerns. Notably the Chernobyl disaster, the consequences of acid rainfall (deforestation and pollution of water systems), depletion of the ozone layer by CFCs and problems arising from global warming.

Candidates also recognise that the mainstream political parties were no longer able to ignore or marginalise these concerns to the periphery of politics, particularly given growing media coverage of the above.

- (b) Using the extract and your own knowledge, explain why the Labour and Conservative parties have found it difficult to promote environmental policies with enthusiasm. (12 marks)

Importance of other concerns and issues. Both parties committed to economic growth and consumerism. Labour's historical links with the trade union movement have required it to advocate and pursue policies for achieving full employment and improved standards of living, particularly for its natural constituency, the working class. Similarly, the Conservative Party's links with Big Business require it to champion economic growth. Philosophically, both parties approach environmental problems in a micro fashion, failing to embrace the macro-holistic strategies advocated by the Greens. Politically, both are committed to the Nation State as the central governing institution, whereas the Greens look to supranational organisations at one extreme and local 'bio' communities at the other as important political bodies.

There are few votes in it. Radical Green policies are associated with life styles which are not attractive to the vast majority of voters in the United Kingdom.

- (c) "Modern governments are more likely to accept 'light green' than 'dark green' thinking on environmental issues." Discuss in relation to British politics. (20 marks)

Answers need to reveal a knowledge of both approaches. Dark Greens emphasise **ecocentricism** and the need for alternative economic policies and decentralised political systems. The Light Greens are committed to sustainable policies, recycling, renewable energy and the like, and less radical political and life-style reforms.

Recent governments have pursued environmental policies which have far more in common with the latter approach than the former. These have been influenced by an **anthropocentric** approach and they have appeased concerns rather than tackled the root causes of environmental problems. Policies have been piecemeal rather than holistic, and have been designed **not** to alienate voters who are prepared to (say) conserve energy or recycle waste materials, but who are not prepared to fundamentally alter their production and consumption patterns and habits.

Essentially, answers deal with both **what** has been done and **why**.

**2****Total for this question: 40 marks**

“Ideologically, the Labour Party is not, and never has been, a socialist party.” Discuss. (40 marks)

This requires the candidate to show an awareness of the key beliefs and values associated with traditional/orthodox socialism. Essentially, the creation of a classless society and achieving political, social and economic equality. State ownership of production, distribution and exchange seen as the means of achieving these goals and progressive taxation the device for redistributing wealth. Candidates should be able to distinguish between socialism and welfare-statism. The political perspective is internationalist rather than nationalist. Candidates also appreciate that there were two socialist traditions – Revolutionary and Democratic – with Labour being firmly positioned in the latter camp.

As well as including a theoretical dimension, candidates also demonstrate a knowledge of political practice. Points made clear could include Macdonald’s inability to deliver socialism 1929 onwards, culminating in the Great Betrayal. The Attlee Government’s economic, social, defence and foreign policies, and, in the case of the first two, their debt to Liberal thinking (Beveridge and Keynes). Production of the atom bomb, siding with the USA and not the ‘socialist’ USSR during the Cold War, the slow pace of decolonisation and the limited scope of nationalisation.

During the 1950s, Labour bitterly divided ideologically; the Fundamentalist/Revisionist Split. In the 1960s, the Wilson Government more associated with pragmatism than ideology – incomes policies, industrial relations reforms, limited nationalisation, support for USA in Vietnam. The exception being Wilson’s championing of comprehensive education policies as an alternative to selective education. In the 1970s, the Left of the party did attempt to create a socialist programme via the Alternative Economic Strategy. This approach challenged by Wilson and later Callaghan. In the early 1980s, the party did appear to be more socialist in its statements and actions, but this was short-lived and did not survive the 1983 electoral defeat. Since then, the party has moved progressively rightwards; Kinnock’s attacks on the ‘Looney Left’ and his Policy Reviews, Smith’s ‘realism’ and Blair’s ‘New Labour’ and Third Way strategy distancing the party from orthodox socialism with Blair’s actions appearing to owe more to Progressive Liberalism than to Left Wing thinking.

Candidates are therefore likely to concur with the question’s assertion, but only arrive at this conclusion following detailed and reasoned analysis and evaluation.

3

Total for this question: 40 marks

Who, in contemporary British politics, are the true heirs of Classical Liberalism?

(40 marks)

The question requires candidates to **define** Classical Liberalism. In doing so they are expected to show an awareness of the key beliefs and values associated with this political philosophy and the individuals who developed and advocated this approach to governance and politics. Answers should refer to the role of government (and the limited scope of government) in protecting the individual and his/her property. Candidates also need to discuss the views that individuals are rational and responsible for their actions, and that the free market serves as the most productive and efficient economic system.

In addition, the question invites candidates to ascertain who are the practitioners of this creed in the contemporary political situation.

The Liberal Democrats clearly espouse liberalism, but the progressive rather than the classical variant. Some would even argue that today it is this party which occupies the left-of-centre ground in British politics. There are some elements of classical liberalism in New Labour thinking as well, e.g. the acceptance of the free market, where it is deemed appropriate. Yet for many analysts and commentators it is the Thatcherites in the Conservative Party who are closest to the original Classical Liberal thinkers. This is evident in the Thatcherite/New Right support for the free market and the promotion of an enterprise culture via supply-side economics. It can also be seen in their advocacy of monetarism as a tool for combating inflation and in their quest to beat inflation rather than securing full employment via their macro-economic strategy. In social policy the state is seen as a largely negative institution (a nanny state) which promotes a dependency culture and the expense of individual responsibility.

In arriving at a logical and reasoned conclusion, candidates need to measure the core values of Classical Liberalism against the beliefs and actions of the Labour, Conservative and Liberal Democratic Parties in recent years, thus establishing parallels and connections, comparisons and contrasts as and when appropriate.

**4****Total for this question: 40 marks**

“British politics is largely non-ideological.” Discuss.

*(40 marks)*

This question requires candidates to explain what is meant by ideological politics and to measure the extent to which politics in the UK, particularly party politics, have been influenced by ideology rather than pragmatic concerns. In doing so, candidates need to demonstrate a knowledge and understanding of the nature of ideologies and their location within the spectrum of British party politics, both previously and currently. They also need to outline the main ideas and ideologies within contemporary British politics and evaluate their relative importance, i.e. socialism, conservatism, liberalism and environmentalism (some candidates might also discuss the role of ideology in the BNP, even though fascism is not a designated part of this specification). In addition, candidates should also discuss/illustrate how non-ideological influences have/do impact upon British politics, e.g. tradition, pragmatism, electoral needs, etc. Having done so, candidates are expected to reveal a knowledge of the impact of both ideological and non-ideological influences upon party actions and policies.

In this way candidates can use the information to logically evaluate the extent to which ideology has/does influence British politics, arriving at a reasoned conclusion in the process.