



Practice Exam Papers

for A Level AQA Politics:

Paper 3: Political Ideas

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Teacher's Introduction

This pack contains three practice exam papers, between them covering a broad range of the specification content for Paper 3: Political Ideas.

The aim has been to follow the format of the AQA sample assessment materials; the format is familiar from Papers 1 and 2:

- Section A: three short questions on the core ideologies (socialism, conservatism and liberalism).
- Section B: one essay in response to stimulus material, in each case an extract drawn from one of these traditions.
- Section C: a choice of essays on the student's elective ideology.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

A comprehensive mark scheme is provided for each paper. These mark schemes contain a level mark scheme to determine what grade to award students, along with the specific AO1, AO2 and AO3 skills that should be present and how they should be put to use in answering each question.

These papers are intended to be used flexibly and in tandem with the SAMs and other available papers. For example:

- Use Paper A as a 'walking and talking' mock
- Set questions from Paper B for homeworks and/or revision
- Use Paper C as a mock exam

By setting all three papers in one format or another, students will experience broad coverage of the specification:

- 12 questions on the core ideologies with a variety of topics covered and extract questions from a key thinker of each ideology.
- Three essays for each elective ideology, each covering different strands of the ideology.
- Essays represent a broad opportunity to cover various aspects of the specification content, much of which is exemplified in the mark scheme, which students can then use to support their revision and exam preparation.

P Dokleštic, February 2019

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ZigZag Practice Exam

Supporting A Level

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Politics Paper 3

Political Ideas

Exam Paper A

Name	
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Time allowed:

2 hours

INSTRUCTIONS

- Use a black pen.
- Answer **all** questions from Section A.
- Answer the question from Section B.
- Answer **one** question from Section C.

INFORMATION

- Marks are shown in brackets.
- The maximum mark for the paper is 77.

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Section A – Core Ideologies Short Questions

Answer all questions.

- 1) Explain and analyse three ways that the individual is significant to liberal thinkers.
- 2) Explain and analyse three ways that the concept of human nature is significant to liberal thinkers.
- 3) Explain and analyse three ways that socialist thinkers have viewed class.



Section B – Core Ideologies Extract Questions

Read the extract below and answer the question that follows.

Chapter 1 Introductory

The will of the people, moreover, practically means the will of the most numerous part of the people; the majority, or those who succeed in making themselves accepted as such; consequently may desire to oppress a part of their number; and precautions are taken to guard against any other abuse of power.

Like other tyrannies, the tyranny of the majority was at first, and is still vulgarly, operating through the acts of the public authorities. But reflecting persons perceive themselves the tyrant—society collectively over the separate individuals who compose it. They are not restricted to the acts which it may do by the hands of its political functionaries.

That the only purpose for which power can be rightfully exercised over any member of a civilised community against his will, is to prevent harm to others. His own good, either physical or moral, is no business of government.

In the part which merely concerns himself, his independence is, of right, absolute. In no other part, the individual is sovereign.

Extract adapted from *On Liberty*

- 4) Analyse, evaluate and compare the arguments being made in the above extract in relation to achieving liberalism. In your answer you should make reference to the theories studied.



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Section C – Other Ideologies Essay Questions

Answer one of the following questions.

In your answer remember to include content from the entire course.

Feminism

- 5) 'Feminism is defined by what it opposes.' Analyse and evaluate this statement with reference to the feminist thinkers whom you have studied.

Nationalism

- 6) 'There is such variety within nationalism that it shouldn't be considered a single ideology.' Analyse and evaluate this statement with reference to the nationalist thinkers whom you have studied.

Multiculturalism

- 7) 'All multiculturalists have essentially the same aim.' Analyse and evaluate this statement with reference to the multiculturalist thinkers whom you have studied.

Ecologism

- 8) With reference to the ecologist thinkers whom you have studied, analyse the practical solutions of ecologism to environmental issues.

Anarchism

- 9) 'Anarchism is defined by its beliefs about human nature.' Analyse and evaluate this statement with reference to the anarchist thinkers whom you have studied.

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Preview of Questions Ends Here

This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

Exam Paper B

Section A

AO1 = 6 marks, AO2 = 3 marks

Level	Mark	Description
3	7–9	<ul style="list-style-type: none">Strong and relevant knowledge shown and correct terminology usedStrong comprehension of relevant information shown through correct examples in support (AO1).Clear analysis of three well-thought-out and relevant points in a meaningful answer (AO2).
2	4–6	<ul style="list-style-type: none">Mostly good and relevant knowledge shown and usually correct terminology usedReasonable comprehension of relevant information shown through explanations with usually correct examples in support. More information required than for level 1. There might be some errors (AO1).Answers usually well done and relevant though some elaboration may be missing. Answers are mainly well written with some structure (AO2). <p>Answers with only two relevant points cannot go above this level.</p>
1	1–3	<ul style="list-style-type: none">Little relevant knowledge shown and little correct terminology usedLittle comprehension of relevant information shown through sometimes incorrect examples in support. More information present (AO1).Analysis is mostly descriptive and the answer is not very relevant (AO2). <p>Answers with only one relevant point cannot go above this level.</p>
0	0	Nothing of merit.

Students should only cover three aspects for these questions. If they cover more, only three will be credited. If only one example is given then a maximum of 3 marks can be awarded. If three examples are given then a maximum of 6 marks can be awarded.

Question 1: Explain and analyse three ways that equality is significant to socialism.

Indicative content

Examples of information the students could use in their explanations and analysis:

- Achieving equality is a central aim of socialism. Socialism sees class as one of the causes of inequality because it means there is significant inequality in society and this inequality brings about conflict. Removing such inequalities as those related to class will remove conflict from society.
- Equality comes in many different forms for different socialists. Social democrats and reformist socialists are more concerned with equality of opportunity, which means that all people have the same possibilities at the start of life, and not be limited by conditions at birth.
- Revolutionary socialists are more concerned with absolute equality, meaning that everyone should be equal in all regards; they should have the same wealth regardless of any other factors. They see this as the best way of combating and removing conflict from society.
- Karl Marx and Friedrich Engels saw that capitalism was a problem because it was making a few people's lives great at the expense of most of the population, with the rest of the population in poverty. Communism would, therefore, mark a world where all were equal and worked together to ensure peace.

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Question 2: Explain and analyse three ways that the concept of human nature is seen

Indicative content

Examples of information the students could use in their explanations and analysis

- Liberals consider people to be rational, self-interested individuals. They consider individualism to be central to humanity and it influences all their other beliefs. People should have liberty and property rights, so can be trusted with it, for instance.
- Liberals consider that the status quo of much of history has restricted people's natural nature. For instance, a strong state limits people's ability to be free and make their own choices, which is wrong, according to liberals, because individuals know best their own interests.
- Liberals consider that people are individuals, and this aspect of human nature is central to their view. Individuals should be treated as such, and, therefore, liberals support tolerance and individualism as more important than society as a whole. All this is reflected by the liberal view of human nature.
- John Locke saw all people as equal, rational and free. This view made him argue for natural rights such as life, liberty and the pursuit of happiness. It is also why he advocated a government should be based on agreement with the people because they are rational and should not be told what to do.
- Modern liberals see society as important for individuals. They do not see the individual as the only good with the good of the individual. This implies that humans, by their nature, are social beings.

Question 3: Explain and analyse three ways that conservative thinkers have viewed

Indicative content

Examples of information the students could use in their explanations and analysis

- Conservatives see authority as natural. It is tied to their belief in a natural hierarchy where those who are best placed to be in charge. This also gives them a natural authority which they expect to be respected.
- Authority is central to the conservative focus on order. Order must be kept in society and their beliefs are influenced by this aim. Accepting the authority of those above you is necessary for order to be kept in society.
- Conservatives see human nature as flawed because people are untrustworthy and selfish. A source of authority, such as the state, is needed to keep them in check as well as to prevent crime. This is, again, central to maintaining order. This view is especially associated with the idea of the 'noble savage'.
- Michael Oakeshott considered that the government had such a natural authority that it should make decisions for all because it knew what was best for people as a whole, based on its experience.
- Ayn Rand and Robert Nozick both have an idea of personal authority as being based on consent and influence, which is why they maintained a belief in the minimal state.

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Section B

AO1 = 5 marks, AO2 = 10 marks, AO3 = 10 marks

Level	Mark	Description
5	21–25	<ul style="list-style-type: none"> Thorough, correct and relevant knowledge and comprehension of the question (AO1). Balanced and well-developed analysis of the source (AO2). Evaluation of the above leads to strongly reasoned conclusion answer (AO3). The source's type and views are correctly evaluated in creating the answer (AO3). The answer is well structured and clear, and has a continuous flow (AO3).
4	16–20	<ul style="list-style-type: none"> Correct and relevant knowledge and comprehension used in answering the question, but more explanation may be required (AO1). Reasonable analysis and developed analysis of the source (AO2). Evaluation of the above leads to somewhat reasoned conclusion answer (AO3). The source's type and views are evaluated in creating the answer (AO3). The answer is well structured, analytical and centred on the question (AO3).
3	11–15	<ul style="list-style-type: none"> Mainly correct and relevant knowledge and comprehension of the question, but there are mistakes (AO1). Some analytical points are made and developed but others are not (AO2). Evaluation of the above leads to relevant conclusion though the answer needs more detail (AO3). The source's type and views are discussed in creating the answer (AO3). The answer is structured, somewhat analytical and centred on the question (AO3).
2	6–10	<ul style="list-style-type: none"> Partially correct and relevant knowledge and comprehension of the question, but there are mistakes as well as unnecessary information (AO1). The analysis of the source is mostly descriptive, balance is not maintained and many statements are not evidenced (AO2). Conclusions are attempted, but they lack detail and concision (AO3). The source's type and views are somewhat recognised in creating the answer (AO3). Evaluation is limited (AO3). The answer demonstrates partial structure and partially relevant content (AO3).
1	1–5	<ul style="list-style-type: none"> Little correct and relevant knowledge and understanding of the question, but much unnecessary information (AO1). The analysis of the source is descriptive and lacks evidence (AO2). Attempt to make it balanced (AO2). Few conclusions are made and those lack evidence and have no supporting detail (AO3). The answer (AO3). There is little or no evaluation of the source's type and views (AO3). The answer demonstrates limited structure and is not relevant (AO3).
0	0	Nothing of merit.

Students should analyse and evaluate the arguments given in the source. Identify which view should be rewarded with marks for analysis (AO2). Marks for evaluation of comparative strengths of the different arguments are judged (AO3).

The arguments of the source must be the focus of the analysis and evaluation. The focus is on the question. As long as their view is backed up by their arguments and what the student's view is.

If there is no focus on the source's arguments, however, the marks are capped at level 1.

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Question 4: Analyse, evaluate and compare the arguments being made in the above extract about conservatism. In your answer you should make reference to the thinkers whom you have studied.

Indicative content

Examples of information the students could use in their analysis and evaluations of the extract are:

- The New Right Nozick here presents the idea of the minimal state as a very realistic notion, rather than a utopian aspect. This is a very conservative statement that it considers to be achievable, and opposes ideas that are too idealistic.
- Given that the minimal state was originally a liberal tenet, and one that would be seen as conservatism as unrealistic, this extract also perfectly shows the pragmatism that has been accepted for a while at this stage and along with it the minimal state.
- Nozick's approach shows to an extent the conservative respect of tradition, for in imagining a new and ideal world is that no one else will share the same view reflects a more traditional conservative viewpoint of the benefit of tradition that has persisted for a long time and should be trusted to benefit people better than what might not.
- A big difference between traditional and one-nation conservatism can be seen in the very different views from each other, with very different traits, essentially individualism and the New Right's inclusion of the neo-liberal advocacy for individualism. This is different to the organic society over individualism.
- Traditional conservatism especially would view that some people (the rulers) are therefore, only they would need to consider a perfect world that everyone could live in. In contrast, is implying the rationality of people to decide a good world for themselves.
- The idea that there is no one ruler or society which can serve as an ideal to all people, as in Marx's proletarian ideal class and Rawls' original position.
- Analysis, evaluation and comparison of the source, in the context of:
 - the author(s) of the source
 - the type of source it is
 - the identifiable purpose of the source
 - the relevance of the source to the question and broader issue and how it relates to the question.Students should identify some of these points for this question.
- The writer of this extract is Robert Nozick, an advocate of the New Right, and across his views. It is clearly aimed to persuade that the New Right is still correct and that the ideas it promotes are not utopian, which conservatism traditionally reacts against.

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Section C – Essay Question

AO1 = 5 marks, AO2 = 10 marks, AO3 = 10 marks

Level	Mark	Description
5	21–25	<ul style="list-style-type: none"> • Thorough, correct and relevant knowledge and comprehensive analysis of the question (AO1). • Balanced and well-developed analysis (AO2). • Strongly explained synoptic connections, concentrated on properly backed up with appropriate and developed examples (AO2). • Evaluation of the above leads to strongly reasoned conclusions in the answer (AO3). • Relevant views are correctly evaluated in creating arguments (AO3). • The answer is well structured, analytical and centred on the question (AO2).
4	16–20	<ul style="list-style-type: none"> • Correct and relevant knowledge and comprehension used in the question but more information may be required (AO1). • Reasonably balanced and developed analysis, though it could be more fully developed (AO2). • Synoptic connections are appropriate to the question and are backed up with examples (AO2). • Evaluation of the above leads to somewhat reasoned conclusions in the answer (AO3). • Relevant views are evaluated in creating the arguments, though not fully (AO3). • The answer is well structured, analytical and centred on the question (AO2).
3	11–15	<ul style="list-style-type: none"> • Mainly correct and relevant knowledge and comprehension of the question, but there are mistakes (AO1). • Some analytical points are made and developed but others are not (AO2). • There are synoptic connections that might be backed up with examples but explanation is limited in detail (AO2). • Evaluation of the above leads to relevant conclusions, though not fully reasoned (AO3). • Relevant views are discussed in creating the arguments, but not fully (AO3). • The answer is structured, somewhat analytical and centred on the question (AO2).
2	6–10	<ul style="list-style-type: none"> • Partially correct and relevant knowledge and comprehension of question, but there are mistakes as well as unnecessary information (AO1). • The analysis is mostly descriptive, balance is attempted but not fully evidenced (AO2). • Synoptic connections are few and lack development (AO2). • Conclusions are attempted, but they lack detail and concision in the answer (AO3). • Relevant views are recognised, but the evaluation is limited (AO3). • The answer demonstrates partial structure and partially relevant (AO2).
1	1–5	<ul style="list-style-type: none"> • Little correct and relevant knowledge and understanding of the question and much unnecessary information (AO1). • The analysis is descriptive and lacks evidence, and there is no balanced analysis (AO2). • There are few or no synoptic connections (AO2). • Little or no evaluation is made and those lack evidence and have no clear conclusions in the answer (AO3). • There is not much evaluation of relevant views (AO3). • The answer demonstrates limited structure and is not relevant (AO2).
0	0	Nothing of merit.

Marks are capped at level 2 if there is no reference to thinkers.

Examples of synoptic connections: democracy, media, party politics, electoral behaviour programmes and political agenda. If there are no synoptic connections the marks are capped at level 2.

The conclusion needs to concisely focus on the question. As long as their view is backed up with evidence and examples, it does not matter what the student's view is.

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Question 5: ‘Feminists all essentially want the same thing.’ Analyse and evaluate the feminist thinkers whom you have studied.

Indicative content

Examples of information the students could use in their analysis and evaluations:

- Feminism seeks to establish the equality of women with men, overall aiming to improve the status of women in society. All feminists pursue such aims; it is usually in the details that they differ.
- Liberal feminists consider that change that will benefit women can be enacted through the existing state. This view is not shared by socialist feminists, who consider that the state is the cause of women's oppression and that a social revolution in order for true change to be enacted.
- Equality itself has had different interpretations within the feminist tradition. Some feminists, meaning that they seek an equal status for women with men. Others consider that this is denying women's independence and that instead they should be equal to men in this independence rather than being expected to be like men.
- Both Charlotte Perkins Gilman and Simone de Beauvoir focus on the fact that women are expected to follow certain expected behaviour and role. Gilman argues that freedom for women is to be encouraged in a certain way, while de Beauvoir says that one was not born a woman but became one.
- Feminists differ in what they blame for the subjugation of women. Radical feminists blame institutions such as the family as being tools for the patriarchy as they are designed to keep women dependent. Socialist feminists such as Sheila Rowbotham blame capitalism as it limits women's opportunities and makes them economically dependent on their husbands.
- Recent feminist action has been directed at getting more women to be involved in politics, particularly in Parliament. This participation has been a key aim but others focus more on equality in the workplace.
- bell hooks' focus on intersectionality, which states that the experiences of working-class women are different from those of middle-class white women who have so far dominated feminism. She specifically makes the point that the goal of feminism is not enough to help working-class or black women and more action is needed.

Question 6: ‘Nationalism is incompatible with internationalism.’ Analyse and evaluate the nationalist thinkers whom you have studied.

Indicative content

Examples of information the students could use in their analysis and evaluations:

- Liberal nationalists consider that all nations are equal and all nations should be treated equally. They consider that this is a good way to ensure peace between peoples and so this is compatible with internationalism, as internationalism is all about cooperation between peoples.
- Conservative nationalism is less compatible with internationalism due to its focus on the interests of the nation. It is mainly worried about its own nation and does not look to make relations with other nations. In addition, it tends to be against supranational bodies that foster national integration.
- Giuseppe Mazzini considered that people should form nations to gain freedom and independence. He believed that the best step would be international cooperation, and that this is compatible with internationalism.
- Charles Maurras considered that nations should pursue their own interests and not be bound by internationalism. He saw little room for considering the interests of other nations. In fact, he saw other nations as competitors and a potential source of resources that could be taken if necessary.
- Part of the reason that people voted for Brexit is to do with nationalism, as they wanted to maintain their national identity from being subsumed into a greater European one. This form of nationalism is not compatible with the internationalist goals of the EU.
- Johann Gottfried von Herder considered that culture was central to nationalism. He believed that each nation should have its own unique culture. This makes nationalism, according to him, opposed to internationalism, as it aims to bring nations together and this could erode a nation's unique national identity.
- Marcus Garvey's pan-Africanism is somewhat internationalist as it seeks to unite all black people into one nation regardless of the many existing African nationalities. This is of course not compatible with internationalism as it defines all black Africans as one nation it simply tries to create a new nation rather than promoting cooperation between all nations, which is what internationalism is about.

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Question 7: With reference to the multiculturalist thinkers whom you have studied, explain why you think that integration is the most important principle of multiculturalism.

Indicative content

Examples of information the students could use in their analysis and evaluations:

- Multiculturalism is about promoting the position of minority groups in wider society as well as being protected in it. To this end, integrating these groups is an important part, as it means they will be a part of society as a whole.
- Another important aspect of multiculturalism is the politics of recognition. The process of recognising, acknowledging and accepting minority groups that reside in a society is respected and is a crucial precursor to any rights or any integration they will receive. This principle can be seen as more important.
- Another key aspect of multiculturalism is identity. The way people conceive of their identity determines how they view people who have a different identity. This is why it is important for different identities to communicate with each other as well as for everyone to be able to work together, although this can complement individual identities.
- Integration is not a singular concept and different multiculturalists have different views on it. This ranges from the individualist integration of liberal multiculturalists that calls for people to be considered equal individuals, separate from any other identity, to the cosmopolitan multiculturalists that calls for people to unite beyond their single identity rather than focusing on just one such identity. Integration is, therefore, important because it allows people to be seen as individuals rather than as members of a group.
- Charles Taylor argues that it is most important for people to be recognised and accepted for who they are and how they live. Only then can they feel respected and have any wish to involve themselves in society. This is seen as a precursor to integration, as people will not want to integrate into a society that does not respect them.
- Most countries tend to have policies about integration, usually along the lines of requiring people of a society to learn and use the official language, perhaps even making that language the only one of that country.

Question 8: With reference to the ecologist thinkers whom you have studied, explain why you think that a change in human nature is the biggest obstacle to ecological change.

Indicative content

Examples of information the students could use in their analysis and evaluations:

- All ecologists consider that humanity needs to change how it relates itself to the environment. The extent of this varies greatly. Shallow ecologists simply advocate environmental reform, which is an extension of existing ethics to include a degree of consideration for nature. However, deep ecologists see a change of human nature to help the environment.
- Deep ecologists consider that it is the way that humans see the world that is the biggest obstacle to attempts to help the environment. Specifically, the problem is that people see themselves as separate from nature and as having permission to dominate nature. This is why nature conservation is often seen as an economic expansion and so people need to adopt a holistic world view where they see themselves as part of nature then they will naturally seek to help nature.
- Eco-socialists such as Murray Bookchin consider that capitalism is the biggest obstacle to ecological change. Capitalism requires exponential growth, meaning that it is not sustainable. Human nature is another victim of capitalism, as the competition between people is seen as a natural part of life.
- Hierarchical structures are blamed by eco-anarchists as they upset the natural order of the world. Hierarchies, evident in the state as well as capitalism, have negative effects on the environment. The mindset that it is OK to dominate something or someone else. This is more of a problem with the latter as it is once again corrupted by the former.
- Rachel Carson argued that humanity must take better care of nature or human nature will be destroyed. This is because humanity is a part of nature. Therefore, she advocated a change in human nature to care for itself to nature, blaming the current human nature for environmental problems.
- Contemporary policy focuses on more practical aspects, such as encouraging people to recycle. However, if human nature is cared for the environment, then they would not need to be forced to recycle.

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Question 9: 'Anarchism is incompatible with equality.' Analyse and evaluate this anarchist thinkers whom you have studied.

Indicative content

Examples of information the students could use in their analysis and evaluations:

- Equality is not a key principle of anarchism; while it advocates freedom, economic removal of the state, it does not aim to guarantee equality in all cases. However, in the good nature of people and so it is not incompatible with equality, as, if people would wish for everyone to have roughly equal means and opportunities at all times.
- Anarcho-capitalism is incompatible with equality as it considers that inequality is a free society. As people are free to do as they wish, some will put more effort and have more than others. This branch of anarchism does not see equality as something to be pursued.
- Anarcho-communism is compatible with equality because it advocates common ownership in place of private property, which, according to Peter Kropotkin, is a big obstacle. If everyone holds everything in common, this removes inequalities quite well as no one has more than someone else. Therefore, this branch is not just compatible with equality, but it is also a goal.
- Pierre-Joseph Proudhon stated that property is theft. This is because it causes inequality. In regard to equality, inequality is a bad thing and something that should be fought against. However, that property is freedom. Given that freedom is a key tenet of anarchism, it can be argued that equality are somewhat opposites; if you have some of one, you lose a bit of the other. If you advocate absolute freedom, there cannot also be absolute equality. However, Proudhon assumes that they would freely ensure a just society.
- Calls for freedom in some regard are common in contemporary society. The government often wishes to lower taxes, freeing people from this compulsory contribution. If taxes are lower, there is less wealth to redistribute to the needy, meaning that there is no equality.

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