

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCE in
Government & Politics
(6GP04)

Paper B: Other Ideological
Traditions

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General Marking Guidelines

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

No. 1	Explain the link between multiculturalism and identity politics.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Identity politics is characterised by attempts to counter actual or perceived group marginalisation by encouraging its members to embrace a more positive sense of identity.</p> <p>Multiculturalism can be viewed as a form of identity politics in the following ways:</p> <ul style="list-style-type: none"> • Multiculturalists, particularly pluralist multiculturalists, have drawn attention to the extent to which group marginalisation has been based on the imposition of 'inauthentic', belittling and demeaning stereotypes, highlighting the extent to which group oppression is a cultural process. • Emancipation and social advancement for oppressed cultural groups is strongly linked to the development, and celebration, of an 'authentic' and more positive identity, especially when that identity receives public recognition and respect. <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited understanding of the link between multiculturalism and identity politics. <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Clear and accurate understanding of the link between multiculturalism and identity politics. 	
LEVELS	DESCRIPTORS
<p>Level 3 (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p>Level 2 (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.

<p>Level 1 (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none">• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.• ability to analyse and explain political information, arguments and explanations.• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.
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No. 2	On what grounds have radical feminists claimed that ‘the personal is the political’?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Radical feminism has been closely associated with the idea that ‘the personal is the political’. By this they mean that female oppression operates in all walks of life, public and private, and in many respects originates in the family itself. Radical feminists tend to view the process of conditioning in the family, the distribution of housework and other responsibilities and the politics of personal and sexual conduct, as the root of patriarchal oppression.</p> <p>Some feminists have also criticised the public/private divide in that it conceals aspects of female oppression such as the failure to recognise the significance of domestic work carried out by women in the home.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited understanding of at least one ground on which radical feminists have claimed that ‘the personal is the political’. <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Clear and accurate understanding of the grounds on which radical feminists have claimed that ‘the personal is the political’. 	
LEVELS	DESCRIPTORS
<p>Level 3 (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p>Level 2 (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.

<p>Level 1 (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none">• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.• ability to analyse and explain political information, arguments and explanations.• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.
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No. 3	Distinguish between nationalism and racialism.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Nationalism is the belief that the nation is the central principle of political organisation. The nation is a collection of people bound together by shared values and traditions, common language, religion and history, and usually occupying the same geographical area. Nationalism is therefore based on the assumption that, first, humankind is naturally divided into discrete nations and, second, that the nation is the most appropriate, and perhaps the only legitimate, unit of political rule. Classical political nationalism set out to bring the borders of the state into line with the boundaries of the nation, creating nation-states within which nationality and citizenship would coincide.</p> <p>Racialism is the belief that political or social conclusions can be drawn from the idea that humankind is divided into biologically distinct 'races'. Racist theories are based on two assumptions. First, there are fundamental genetic or species-type, differences amongst the peoples of the world and, second, these divisions are reflected in cultural, intellectual and moral differences. Politically, racialism is expressed either in racial segregation (for instance, apartheid) or in doctrines of racial superiority or inferiority.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited understanding of at least one distinction between nationalism and racialism. <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Clear and accurate understanding of the distinctions between nationalism and racialism. 	
LEVELS	DESCRIPTORS
<p>Level 3 (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p>Level 2 (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.

<p>Level 1 (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none">• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.• ability to analyse and explain political information, arguments and explanations.• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.
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No. 4	Explain the ideas of eco-anarchism.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>The key ideas of eco-anarchism include the following:</p> <ul style="list-style-type: none"> • Eco-anarchists embrace the principle of 'social ecology', which suggests that ecological structures – notably, the spontaneous harmony and natural balance found in eco-systems – can and should be applied to social organisation as well as to nature. • They advocate the construction of decentralised societies in which people live close to nature, in the absence of a state. • They typically reject materialism and consumerism, on the grounds that they both subvert human well-beings and foster ecologically unsustainable economic growth. <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited understanding of at least one key idea of eco-anarchism. <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Clear and accurate understanding of the key ideas of eco-anarchism. 	
LEVELS	DESCRIPTORS
<p>Level 3 (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p>Level 2 (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.

<p>Level 1 (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none">• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.• ability to analyse and explain political information, arguments and explanations.• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.
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No. 5	On what grounds have Conservatives criticised multiculturalism?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>The chief conservative objection to multiculturalism is that shared values and a common culture are a necessary precondition for a stable and successful society. Conservative belief in an organic society thus favours nationalism over multiculturalism.</p> <p>From this perspective, multiculturalism is inherently flawed, multicultural societies being inevitably fractured and conflict-ridden societies in which suspicion, hostility and even violence are commonplace.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited understanding of at least one ground on which Conservatives have criticised multiculturalism. <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Clear and accurate understanding of the grounds on which Conservatives have criticised multiculturalism. 	
LEVELS	DESCRIPTORS
<p>Level 3 (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p>Level 2 (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.

<p><i>Level 1</i> (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none">• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.• ability to analyse and explain political information, arguments and explanations.• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.
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No. 6

To what extent is feminism compatible with other political ideologies?

Indicative content (*this is not an exhaustive account of relevant points*)

Feminism appears to be compatible with other political ideologies, notably liberalism and socialism, ideologies that have both shown sympathy for the idea of gender equality. Liberalism is compatible with feminism in that the principle of individualism implies that individuals are entitled to equal treatment regardless of their sex. If individuals are to be judged, it should be on rational grounds, on the content of their character, their talents or their personal worth. This leads to a belief in equal rights and to the rejection of any form of discrimination against women. Liberalism thus inspired the movement for female suffrage and it has also been associated with campaigns to break down the remaining legal and social pressures that restrict women gaining an education, pursuing careers and being politically active.

Feminism is compatible with socialism to the extent that patriarchy can only be understood in the light of social and economic factors. Socialist feminists have therefore viewed patriarchy and capitalism as interlocking systems of oppression and exploitation, for example seeing the 'bourgeois family' as a way of reconciling male workers to their role as 'wage slaves' whilst ensuring that women constitute a 'reserve army of labour'. For Engels, the subordinate role of women originated with the institution of private property, encouraging men to ensure that their property was only inherited by their biological sons.

However, radical feminists challenge the idea that feminism is compatible with other political ideologies. This is because they take gender to be the deepest social cleavage and the most politically significant, something that no other ideology has accepted or can accept. For radical feminists, patriarchal oppression can only be overthrown by a sexual revolution in which the structures of family, personal and domestic life are overthrown and replaced. Liberalism and socialism are both inadequate in this light. Amongst liberalism's weaknesses are that it preaches individualism rather than sisterhood, it is reformist rather than revolutionary, and that it is usually concerned to uphold the public-private divide rather than to overthrow it. Socialism is also an inadequate vehicle for feminism. This is because, for example, it has often been more concerned about the 'class war' than the 'sex war' and that its emphasis on the importance of the labour movement has tended to blur and conceal gender divisions.

Consideration of other political ideologies/ traditions such as Conservatism and Anarchism will be rewarded where relevant.

A threshold Level 2 response will typically exhibit the following features:

- Limited understanding of the way in which feminism is *or* is not compatible with one or more political ideologies

A threshold Level 3 response will typically exhibit the following features:

- Clear and accurate understanding of the way in which feminism is compatible with other political ideologies.
- Clear and accurate understanding of the way in which feminism is not compatible with other political ideologies.

A01	Knowledge and understanding
Level 3 (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
A02	Intellectual skills
Level 3 (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
A02	Synoptic skills
Level 3 (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and/or clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Limited to sound ability to identify competing viewpoints or perspectives, and/or a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions

Level 1 (0-4 marks)	Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions
A03	Communication and coherence
Level 3 (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 7	'Nationalism inevitably breeds conflict and war.' Discuss.
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Indicative content (*this is not an exhaustive account of relevant points*)

Nationalism has been seen to breed conflict and war because nationalists believe that humankind is naturally divided into discreet nations, each having a distinctive identity and a tendency to favour their own nation over other nations. Nationalism, in this view, preaches that one's own nation is somehow 'special' or superior, implying that other nations are less favoured or inferior. Such thinking is particularly evident in expansionist nationalism, which is invariably based upon explicitly chauvinistic and sometimes racist models of nationhood, and in which the search for national glory is typically associated with projects of conquest and imperialism.

However, progressive nationalists, who draw on liberal or socialist thinking, have rejected the idea that nationalism is inevitably linked to conflict and war. Instead, they have often argued that nationalism may be the antidote to war and international rivalry, as a world composed of self-governing nation-states will tend towards peace and harmony. In this view, the tendency towards war and expansion is a distortion of the principle of national self-determination, not its logical consequence.

A threshold Level 2 response will typically exhibit the following features:

- Limited understanding of how nationalism does *or* does not breed conflict and war.

A threshold Level 3 response will typically exhibit the following features:

- Clear and accurate understanding of the way in which nationalism can lead, or inevitably leads, to conflict and war.
- Clear and accurate understanding of the way in which nationalism does not lead to conflict and war.

AO1	Knowledge and understanding
<i>Level 3</i> (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

AO2	Intellectual skills
Level 3 (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
AO2	Synoptic skills
Level 3 (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and/or clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Limited to sound ability to identify competing viewpoints or perspectives, and/or a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
Level 1 (0-4 marks)	Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions
AO3	Communication and coherence
Level 3 (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 8	To what extent do ecologists go beyond conventional moral thinking?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Conventional moral thinking is based on anthropocentrism, which gives ethical priority to human needs and ends and treats other moral concerns as, at best, secondary. This is reflected in, for example, liberal thinking about individual/human rights and socialist thinking about a common humanity.</p> <p>Modernist or reformist ecologists have been inclined not to reject conventional moral thinking but to extend it to more adequately address environmental needs and concerns. This can, for instance, be seen in a concern about future generations, which extends the notion of human interests to encompass the human species as a whole, making no difference between the present generation and future generations. Actions should be judged morally in terms of their impact on those who have yet to be born as well as on the living, especially in view of the entitlement of future generations to enjoy living condition no less advantageous than those enjoyed by the living generation.</p> <p>An alternative approach to morality is to apply ethical concepts conventionally related to human beings to other species, notably in the case of animal rights.</p> <p>'Deep' ecologists are more likely to reject conventional moral thinking altogether, in particular by arguing that nature has intrinsic value, rather than just instrumental value (that is, value that derives from benefiting humans). Such a stance is reflected in Aldo Leopold's 'land ethic' in which a thing is right if it tends to 'preserve the integrity, stability and beauty of the biotic community'. 'Deep' ecology's ethical position is also informed by ideas such as preservationism and simple living.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited understanding of the way in which ecologists do <i>or</i> do not go beyond conventional moral thinking. <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Clear and accurate understanding of the way in which ecologists go beyond conventional moral thinking. • Clear and accurate understanding of the way in which ecologists do not go beyond conventional moral thinking. 	
AO1	Knowledge and understanding
Level 3 (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

Level 2 (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
A02	Intellectual skills
Level 3 (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
A02	Synoptic skills
Level 3 (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and/or clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Limited to sound ability to identify competing viewpoints or perspectives, and/or a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
Level 1 (0-4 marks)	Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions
A03	Communication and coherence
Level 3 (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary

Level 2 (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

SUMMARY A2 MARKING GRIDS

These grids should be used in conjunction with the fuller Level descriptors.

PART A - SHORT QUESTIONS (15 marks)

Level 3	Excellent	15
	Very good	13-14
	Good	11-12
Level 2	Sound	10
	Basic	8-9
	Limited	6-7
Level 1	Weak	4-5
	Poor	2-3
	Very poor	0-1

PART B – ESSAY QUESTIONS (45 marks)

<i>AO1 / AO2 / Synopticity</i>	
Level 3 (Good to excellent)	9-12
Level 2 (Limited to sound)	5-8
Level 1 (Very poor to weak)	0-4

<i>AO3</i>	
Level 3 (good to excellent)	7-9
Level 2 (Limited to sound)	4-6
Level 1 (Very poor to weak)	0-3

