



Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE
In Government and Politics (6GP04)
Paper 4B

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General Marking Guidance

- 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, i.e. if the answer matches the mark scheme. 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 significance of minority rights to multiculturalists.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
Minority rights are rights that belong to a specific ethnic, religious or cultural group, rather than the whole society. They are sometimes called ‘special’ rights. Minority rights are significant to most multiculturalists on a number of grounds: • They can be seen as a guarantee of individual freedom and personal autonomy. In this sense, cultural membership helps to promote personal self-respect. • They have been portrayed, particularly by pluralist multiculturalists, as a defence against oppression, preventing the values and lifestyles of minority communities being devalued. • They can be a way of redressing social injustice, especially through positive discrimination. • They may stem from the right to self-government, in the case of national minorities that have been subject to colonial subjugation. A threshold Level 2 response will typically exhibit the following features: Limited understanding of the significance of minority rights to multiculturalists. A threshold Level 3 response will typically exhibit the following features: A clear and accurate understanding of the significance of minority rights to multiculturalists.	
LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	• Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Good or better ability to analyse and explain political information, arguments and explanations. • Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 (6-10 marks)	• Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Sound ability to analyse and explain political information, arguments and explanations.

	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 (0-5 marks)	- Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. - Poor ability to analyse and explain political information, arguments and explanations. - Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 2	Distinguish between the views of shallow and deep ecologists on sustainability.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
Sustainability refers to the capacity of a system to maintain its health and continue over a period of time. It is the idea that economic growth can take place with little or no damage to the ecosystem. - Shallow ecologists are anthropocentric and argue that we can create a balance between economic growth and protecting the environment. Sustainability addresses the mistaken belief that natural resources are unlimited and means that society must operate within the constraints imposed by ecology. - Shallow ecologists argue that, for example, attempts to reduce dependency on non-renewable energy sources and to expand the use of renewable energy mean that sustainability is practicably achievable. - Deep ecologists are eco-centric and not anthropocentric. The human species is not seen as superior to other species, or to be more important than nature. They reject sustainability in principle, arguing that the purpose of human life should be seen as to help sustain nature, rather than the other way around. - Deep ecologists argue that sustainability is not practicably achievable, given the damage to nature that economic and population growth inevitably involves. They also fundamentally reject the idea that economic growth is essential to societies. A threshold Level 2 response will typically exhibit the following features: Limited understanding of the distinction between the views of shallow and deep ecologists on sustainability.	

A threshold Level 3 response will typically exhibit the following features:
A clear and accurate understanding of the distinctions between the views of shallow and deep ecologists on sustainability.

LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	• Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Good or better ability to analyse and explain political information, arguments and explanations. • Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 (6-10 marks)	• Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Sound ability to analyse and explain political information, arguments and explanations. • Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 (0-5 marks)	• Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Poor ability to analyse and explain political information, arguments and explanations. • Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 3	Explain the link between socialism and feminism.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
Socialists argue that women's oppression can best be understood in the light of structural and economic factors and that women's liberation will spring not from cultural change but from revolution and the abolition of private property and capitalism. - Engels viewed the 'bourgeois family', based on private property, as a key institution of women's oppression under capitalism. - Marxist feminists have argued that women form a 'reserve army of labour' which can be recruited into the workforce when needed and then forced back into the domestic sphere when no longer required, giving the capitalist system additional flexibility in exploiting the working class. - Socialist feminists have argued that women's roles in bringing up children at home, and in comforting male workers against the alienation of life under capitalism underpin the survival of the capitalist system. - Socialist feminists argue for the socialisation of child care in order to free women from their domestic burdens. A threshold Level 2 response will typically exhibit the following features: Limited understanding of the link between socialism and feminism. A threshold Level 3 response will typically exhibit the following features: A clear and accurate understanding of the links between socialism and feminism.	
LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	- Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. - Good or better ability to analyse and explain political information, arguments and explanations. - Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2	

(6-10 marks)	• Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Sound ability to analyse and explain political information, arguments and explanations. • Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<i>Level 1</i> (0-5 marks)	• Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Poor ability to analyse and explain political information, arguments and explanations. • Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 4	On what grounds do some liberals support multiculturalism?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
Liberal ideas and theories provide a strong basis for supporting multiculturalism: • Liberals support toleration on the grounds that it benefits individuals and society. So liberals acknowledge mutual respect for the views of different cultures within society (even though they may disapprove of them). • Liberals believe that the state should be neutral in relation to 'the good', in the sense that the state should not intrude into a realm of moral decision-making. This means they support multiculturalism rather than a state imposed monoculture. • Liberal democracy provides the most reliable basis for political harmony within culturally divided societies as it provides guarantees for personal freedom, and diversity. • Liberals are supporters of the rights of all individuals, including those in a minority, so they would oppose the 'tyranny' of the majority culture in favour of a more multiculturalist approach. A threshold Level 2 response will typically exhibit the following features: Limited understanding of the grounds that some liberals support multiculturalism. A threshold Level 3 response will typically exhibit the following features: A clear and accurate understanding of the grounds that some liberals support multiculturalism.	
LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	• Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Good or better ability to analyse and explain political information, arguments and explanations. • Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 (6-10 marks)	• Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Sound ability to analyse and explain political information, arguments and explanations.

	• Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 (0-5 marks)	• Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Poor ability to analyse and explain political information, arguments and explanations. • Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 5	Explain the different views nationalists hold on what constitutes a 'nation'.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
Nationalists hold different views on what constitutes a 'nation'. • Liberal nationalists view the 'nation' as a sovereign political entity, entitled to liberty and self-determination. This is an inclusive view of the 'nation'. • Conservative nationalists view the 'nation' in organic terms, with a shared history, culture and language. This is a more exclusive view. • Cultural nationalists view the 'nation' in terms of a distinctive civilisation rather than in political terms. This is a more exclusive view and tends towards a mystical or romantic view of the 'nation', with a desire to defend, for example, a language, religion, a set of traditions or a national 'way of life'. • Expansionist nationalists often view the 'nation' in ethno-cultural or even racist terms. This creates an even more exclusive view of the 'nation', along with a hierarchy of 'nations'. A threshold Level 2 response will typically exhibit the following features: Limited understanding of the different views nationalists hold on what constitutes a 'nation'. A threshold Level 3 response will typically exhibit the following features: A clear and accurate understanding of the different views nationalists hold on what constitutes a 'nation'.	

LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	• Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Good or better ability to analyse and explain political information, arguments and explanations. • Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 (6-10 marks)	• Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Sound ability to analyse and explain political information, arguments and explanations. • Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 (0-5 marks)	• Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Poor ability to analyse and explain political information, arguments and explanations. • Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 6	To what extent is ecologism compatible with other political ideologies?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
Ecologism is a diverse ideology. Most strands are anthropocentric, drawing on other political ideologies, and are therefore compatible with them: • Eco-socialism portrays capitalism as the principal cause of environmental degradation, stemming from the tendency of private property, profit and competition to place short-term economic benefit ahead of ecological concerns. • Eco-anarchism links environmental degradation to the fact that human societies are not based on ecological principles, making people generally more self-seeking, competitive and insensitive to nature. • Eco-feminism highlights the extent to which environmental crisis is a product of patriarchy. Male domination leads to the subjugation of both women and nature. Ecological destruction and gender inequality are therefore part of the same process in which 'cultured' men rule over 'natural' women. • Modernist ecology is influenced by conservatism and liberalism. Eco-conservatism draws from a nostalgic attachment to a rural way of life threatened by the growth of towns and cities, or 'green capitalism'. The modern liberal stress on self-realisation and developmental individualism can be linked to a form of 'enlightened anthropocentrism'. However, 'deep' ecologist thinking is ecocentric and not compatible with other ideologies: • 'Deep' ecologists completely reject the belief that the human species is in some way superior to, or more important than, other species, or indeed nature itself. • This view is based on the idea that the purpose of human life is to sustain nature, and not the other way around. • 'Deep' ecologists largely turn their backs on materialism and industrial society, emphasising instead the idea of self-actualisation achieved through 'being' and 'having'. • These ecocentric views are therefore not compatible with other ideologies which are all human-centred. A threshold Level 2 response will typically exhibit the following features: Limited understanding of the arguments that ecologism is or is not compatible with other political ideologies. A threshold Level 3 response will typically exhibit the following features:	

A clear and accurate understanding of the arguments for and against ecologism being compatible with other political ideologies.	
AO1	Knowledge and understanding
Level 3 (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
AO2	Intellectual skills
Level 3 (9-12 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations.
Level 2 (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations.
Level 1 (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations.
AO2	Synoptic skills
Level 3 (9-12 marks)	Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions.
Level 2 (5-8 marks)	Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions.

Level 1 (0-4 marks)	Limited 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)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 (0-3 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 7	'Nationalism promotes unity and stability.' Discuss.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
Nationalism can be seen as a force which promotes both unity and stability: • For conservatives, nationalism promotes unity, bringing a nation together around shared history, values, culture and language. It contributes towards an organic society and provides a sense of belonging. It promotes stability by providing rootedness and a sense of belonging for nationals. Cultural nationalism also promotes unity, based on a shared culture and identity. • Liberal nationalists also argue that nationalism promotes unity and stability. The nation-state is the natural political unit, encapsulating the 'will of the people'. • They argue that nationalism may be the antidote to international instability, as a world composed of self-governing nation-states which respect each other's sovereignty promotes peace and harmony. Nation-states accept the regulation of international bodies which have established a stable system of international law. • For progressive nationalists, any tendency towards disunity and instability is a distortion of the principle of national self-determination, rather than its logical consequence, and nationalism does therefore promote unity and stability. On the other hand: • It can be argued that conservative nationalism undermines unity as it seeks to impose a single national identity and shared history on a diverse population. This creates tensions between communities and inequalities of esteem. The growth of patriotism also promotes instability between nation-states as they compete against each other on the world stage. Cultural nationalism can also be seen as exclusive, compared to political nationalism. • Nationalism can be seen to promote disunity and instability because nationalists believe that humankind is naturally divided into discrete nations, each having a distinctive identity and a tendency to favour their own nation-state over others. • Nationalism, in this view, supports the idea that one's own nation-state is somehow 'special' or superior, promoting disunity and possibly leading to international instability. • This thinking is particularly evident in expansionist nationalism, which is invariably based upon explicitly chauvinistic and sometimes racist models of nationhood dividing nations into 'them' and 'us'. The search for national glory is typically associated with projects of conquest and imperialism, so expansionist nationalism promotes divisions and instability between nation-states. A threshold Level 2 response will typically exhibit the following features:	

Limited understanding of the arguments that Nationalism promotes or does not promote unity and stability.

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

A clear and accurate understanding of the arguments for and against nationalism promoting unity and stability.

AO1	Knowledge and understanding
Level 3 (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
AO2	Intellectual skills
Level 3 (9-12 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations.
Level 2 (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations.
Level 1 (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations.
AO2	Synoptic skills
Level 3 (9-12 marks)	Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions.
Level 2	

(5-8 marks)	Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions.
Level 1 (0-4 marks)	Limited 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)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 (0-3 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 8	To what extent is radical feminism a continuation of liberal feminism?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
In some ways, radical feminism can be seen as an extension and continuation of liberal feminism. Both traditions have important things in common: • Both traditions challenge conservative assumptions about the role of women in the family and society. • They are characterised by a belief that women are disadvantaged by virtue of their gender and that this disadvantage can and should be overthrown. • Liberal feminists and most radical feminists subscribe to equality feminism, in that they believe in androgyny, implying that, at a fundamental level, women and men are both sexless persons. • Both strands are committed to liberating women, albeit in different ways, from gender oppression. However, in other respects radical feminism can be seen as having developed as a rejection of the perceived failings of liberal feminism: • Radical feminists believe that gender is the deepest and most politically significant of social divisions, being reflected in a patriarchal system that is institutionalised and pervasive, whereas liberal feminists are primarily concerned with gender inequality in terms of rights, entitlements and opportunities. • Radical feminists believe that 'the personal is the political', in the sense that family and domestic life is the source of patriarchal oppression that operates across society at large. They call for the radical, even revolutionary, transformation of the private realm. Liberal feminists believe in a more conventional view of politics, based on the public/private divide and strive to transform the public realm in order to give women and men equal access. • Radical feminists emphasise consciousness raising as a way of liberating women from their 'inner' oppression, whereas liberal feminists place their faith in a more conventional process of political activism and legal reform. • Some radical feminists have even called for a separation between men and women in society, which liberal feminists fundamentally disagree with. A threshold Level 2 response will typically exhibit the following features: Limited understanding of the arguments that radical feminism is or is not a continuation of liberal feminism. A threshold Level 3 response will typically exhibit the following features:	

A clear and accurate understanding of the arguments for and against radical feminism being a continuation of liberal feminism.	
AO1	Knowledge and understanding
Level 3 (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
AO2	Intellectual skills
Level 3 (9-12 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations.
Level 2 (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations.
Level 1 (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations.
AO2	Synoptic skills
Level 3 (9-12 marks)	Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions.
Level 2 (5-8 marks)	Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions.

Level 1 (0-4 marks)	Limited 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)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 (0-3 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

