

Mark Scheme (Results)

June 2011

GCE Government & Politics 6GP04 4B
Ideological Traditions

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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.

1	Distinguish between political nationalism and cultural nationalism.
Indicative content	
<p>Political nationalism is a form of nationalism that is explicitly orientated around the pursuit of sovereign statehood. It is based on the principle of national self-determination. This was the classical form of nationalism, it tends to be culturally and ethnically inclusive, and its goal is the creation of the nation-state. Political nationalism is also often portrayed as rational and progressive.</p> <p>Cultural nationalism, by contrast, is a form of nationalism that places primary emphasis on the regeneration of the nation as a distinctive civilisation rather than on self-government. Its concern is therefore to defend, for example, a language, religion, set of traditions or a national 'way of life'. Cultural nationalism often has a mystical or emotional basis as opposed to the rational and principled character of political nationalism, at least in its classical, liberal form, and it tends to be exclusive, even, at times, overlapping with racialism.</p>	

LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	<ul style="list-style-type: none"> • Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Good to excellent ability to analyse and explain political information, arguments and explanations. • Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 (6-10 marks)	<ul style="list-style-type: none"> • Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Limited to sound ability to analyse and explain political information, arguments and explanations. • Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 (0-5 marks)	<ul style="list-style-type: none"> • Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Very poor to weak ability to analyse and explain political information, arguments and explanations. • Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

2	Why have some feminists criticised the idea of gender equality?
Indicative content	
<p>Gender equality is the idea that women and men should enjoy equal rights, entitlements, opportunities or social standing.</p> <p>Some feminists have criticised the idea of gender equality on grounds such as the following:</p> <ul style="list-style-type: none"> • Gender equality is based on the idea of androgyny and so blurs deep differences between women and men. • To call for equality between women and men invariably encourages women to be 'like men'; that is be male-identified. Gender equality thus perpetrates oppression. • The goal of feminism is female emancipation, not equality. 	

LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	<ul style="list-style-type: none"> • Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Good to excellent ability to analyse and explain political information, arguments and explanations. • Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
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Level 1 (0-5 marks)	<ul style="list-style-type: none"> • Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Very poor to weak ability to analyse and explain political information, arguments and explanations. • Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

3	How and why have ecologists supported the principle of sustainability?
Indicative content	
<p>Sustainability is the capacity of a system to maintain its health and continue in existence over a period of time.</p> <p>Ecologists have placed considerable emphasis on ideas such as ‘sustainable growth’ or ‘sustainable development’. This has often been associated with, for example, attempts to reduce dependency on non-renewable energy sources and to expand the use of renewable energy, such as solar power, wind power and so on.</p> <p>Sustainability is important to ecological thinking about economics because it addresses the key problem of conventional economic thinking, which is that it is based on the mistaken belief that natural resources are unlimited. Sustainability therefore emphasises the idea of limited and exhaustible wealth, emphasising that society must operate within constraints imposed by ecology. Sustainability also takes account of the needs and rights of future generations, particularly by ensuring that they enjoy at least the same living standards that are enjoyed by the present generation.</p>	

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Level 2 (6-10 marks)	<ul style="list-style-type: none"> • Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Limited to sound ability to analyse and explain political information, arguments and explanations. • Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
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4	Explain the key features of conservative nationalism.
Indicative content	
<p>Conservative nationalism has a number of key features. These include the following:</p> <ul style="list-style-type: none"> • Conservative nationalism tends to develop in established nation-states, rather than in ones that are in the process of nation building. • Conservative nationalism is primarily concerned with the premise of social cohesion and public order embodied in the sentiment of national patriotism. • It tends to define the nation in historical terms, often therefore tending to be an exclusive (and perhaps implicitly racist) form of nationalism. • For conservative nationalists, national patriotism gives individuals a sense of social rootedness and helps to strengthen social cohesion. 	

LEVELS	DESCRIPTORS
<p><i>Level 3</i> (11-15 marks)</p>	<ul style="list-style-type: none"> • Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Good to excellent ability to analyse and explain political information, arguments and explanations. • Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p><i>Level 2</i> (6-10 marks)</p>	<ul style="list-style-type: none"> • Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Limited to sound ability to analyse and explain political information, arguments and explanations. • Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p><i>Level 1</i> (0-5 marks)</p>	<ul style="list-style-type: none"> • Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Very poor to weak ability to analyse and explain political information, arguments and explanations. • Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

5	Why is multiculturalism often viewed as a form of identity politics?
Indicative content	
<p>Identity politics seeks to advance the interests of particular groups in society, usually in the face of actual or perceived oppression and marginalisation, by strengthening its members awareness of their collective identity and common experiences.</p> <p>Multiculturalism can be viewed as a form of identity politics in two main ways:</p> <ul style="list-style-type: none"> • The identity that conventional society tries to impose on cultural minorities is 'inauthentic' and oppressive, contributing to a process of political marginalisation and cultural oppression. • Respect and recognition for the distinctive cultural identity of a particular communal group amounts to a powerful form of political self-assertion. Groups thus emancipate themselves by embracing an 'authentic' cultural identity, particularly when this identity enjoys public recognition. 	

LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	<ul style="list-style-type: none"> • Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Good to excellent ability to analyse and explain political information, arguments and explanations. • Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 (6-10 marks)	<ul style="list-style-type: none"> • Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Limited to sound ability to analyse and explain political information, arguments and explanations. • Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
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6	'Ecologism begins where anthropocentrism ends'. Discuss.
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Indicative content

Anthropocentrism is the belief that human needs and interests are of overriding moral and philosophical importance. It can be reflected in religious, political, cultural and other theories.

The forms of ecologism that are rooted in 'shallow' ecology seek to reconcile anthropocentrism with ecological thinking. Shallow ecology seeks to harness the lessons of ecology to human needs and ends. It is associated with values such as sustainability and conservation. Prominent examples of this form of ecology are evident in the 'modernist' forms of ecology that have been influenced by liberalism or conservatism. They can also be found in eco-socialism and eco-anarchism.

However, 'deep' ecology rejects anthropocentrism in all its forms, and gives priority to the maintenance of nature. It is associated with values such as biocentric equality, diversity and decentralisation. Deep ecologists emphasise the need for paradigm change; that is, for a change in our core thinking and assumptions about the world. This implies a commitment to ecocentrism and radical holism as opposed to conventional mechanistic and atomistic thinking. Similar ideas have been developed by eco-feminists.

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
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 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 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

7	To what extent do multiculturalists support diversity and the politics of difference?
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Indicative content

Multiculturalists support diversity and the politics of difference for a number of reasons. These include the following:

- Diversity is always balanced against unity, and indeed serves unity through the existence of multiple identities.
- Diversity guarantees cultural recognition and therefore counters isolation and powerlessness, helping to advance the interests of minority cultural groups.
- Diversity allows cultural groups to celebrate their identity and benefit from respect and public recognition.
- Diversity benefits society in that it promotes vigour and vibrancy, advancing understanding and fostering cross-cultural tolerance and understanding.

However, the extent to which multiculturalists support diversity and the politics of difference varies significantly:

- Liberal multiculturalists construe diversity within a liberal framework, being unwilling, for example, to tolerate ideas and practices that are oppressive or illiberal, and not being willing to compromise the principles of liberal democracy.
- On the other hand, pluralist multiculturalists support 'deep' diversity, recognising that all ideological stances and cultural positions are of equal merit, in which case none of them, including liberalism, provides a framework that legitimately restricts diversity and difference.
- Cosmopolitan multiculturalists support diversity but in the interests of cultural mixing, which leads to a higher level of unity in the form of the development of global citizenship.

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<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
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8	'Feminism is defined by the belief that "the personal is the political".' Discuss.
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Indicative content

Radical feminists have 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. Many socialist 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.

However, other feminists have been deeply suspicious of the belief that 'the personal is the political', liberal feminists in particular have emphasised the importance of maintaining the public/private divide, as this tends to underpin personal freedom. From this perspective, personal or private life is viewed as a realm of choice and freedom, in which case it is shaped by natural rather than political forces. Intrusion into personal family life amounts to a violation of freedom. Liberal feminism is therefore orientated around the goal of equal access for women and men to the public realm, rather than the radical transformation of the private realm.

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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

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>A01 / A02 / 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>A03</i>	
Level 3 (good to excellent)	7-9
Level 2 (Limited to sound)	4-6
Level 1 (Very poor to weak)	0-3

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Welsh Assembly Government

