

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE in
Government and Politics
(6GP04/4B)

Paper 4B: Other 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.

No. 1	On what grounds have nationalists upheld the principle of national self-determination?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>National self-determination is the core principle of 'classical' political nationalism, and may also enjoy support (although less prominently) from cultural nationalists. It implies that nations are entitled to sovereign statehood, and is based on at least two grounds:</p> <ul style="list-style-type: none"> • National self-determination is a vital manifestation of political freedom, its outcome, a fully independent nation-state, being the highest and most desirable form of political organisation. • National self-determination also promises to deliver peace and international order, as it fosters harmony and reduces the impulse for expansionism and war. <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited understanding of a ground on which nationalists have upheld the principle of national self-determination. <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 nationalists have upheld the principle of national self-determination. 	
LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	<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.

No. 2	Why and how have ecologists criticised materialism and consumerism?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Ecologists criticised materialism and consumerism on two main grounds:</p> <ul style="list-style-type: none"> • As a model of human well-being, implying that material consumption is the primary source of unhappiness. Materialism and consumerism are self-defeating, as they work through creating a ceaseless struggle for greater wealth. • They provide the cultural basis for environmental degradation, by encouraging people to place short-term economic considerations before longer-term environmental ones. <p>Ecologists have therefore extolled the benefits of postmaterialism, linking human well-being to 'being' not to 'having'.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited understanding of why or how ecologists have criticised materialism or consumerism. <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 ways in which ecologists have criticised materialism and consumerism. • 	

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.

No. 3	What is patriarchy, and why is it important in feminist analysis?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Patriarchy literally means 'rule by the father', although it is often used more generally to describe the dominance of men and the subordination of women in society at large.</p> <p>Patriarchy is important, because it draws attention to the systematic, institutionalised and pervasive nature of male power, and, in particular, emphasises that its roots lie in family and private existence. While some feminists have viewed patriarchy primarily as a cultural force, others, notable socialist feminists, have used it to highlight the links between patriarchy and capitalism. Patriarchy may be applied in either the public sphere, the private sphere, or both.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited understanding of patriarchy. • Limited understanding of why patriarchy is important in feminist analysis. <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Clear understanding of patriarchy. • Clear and accurate understanding of why patriarchy is important in feminist analysis. 	
LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	<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.

Level 2 (6-10 marks)	Limited to sound: <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.
Level 1 (0-5 marks)	Very poor to weak: <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.

No. 4	On what grounds have some multiculturalists supported cultural mixing?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Cultural mixing has generally been endorsed by liberal multiculturalists and cosmopolitan multiculturalists, using arguments including the following:</p> <ul style="list-style-type: none"> • Societies in which there are a variety of life-styles, cultural practices, traditions and beliefs are more vigorous and vibrant. Cross-cultural exchange promotes intellectual and social development. • Cultural mixing widens the opportunities available to the individual, thereby fostering person growth and development. • It promotes toleration and understanding, and therefore a willingness to accept 'difference'. • It encourages people to embrace their responsibilities as global citizens by allowing them to transcend their narrow cultural and national heritage. <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited understanding of a ground on which some multiculturalists have supported cultural mixing. <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 some multiculturalists have supported cultural mixing. 	
LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	<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.
Level 2 (6-10 marks)	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

	<ul style="list-style-type: none"> • 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.

No. 5	Explain the main features of cultural nationalism.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Cultural nationalism is a form of nationalism that emphasises the strengthening or defence of cultural identity over overt political demands. It is often viewed as being more exclusive than political forms of nationalism. Its features include the following:</p> <ul style="list-style-type: none"> • It calls for the regeneration of the nation as a distinctive civilisation, often through protection for a language, religion or culture, and not necessarily through the achievement of sovereign independence. • It tends to be 'mystical', in that it is based on a romantic belief in the nation as a unique historical and organic whole. It therefore often has an anti-modern character. • It is typically a 'bottom-up' form of nationalism that draws on popular rituals, traditions and legends, rather than on 'higher' culture. <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited understanding of a main feature of cultural nationalism. <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 main features of cultural nationalism. 	
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.

No. 6	To what extent is ecologism a single doctrine?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Ecologism is a single doctrine in a variety of respects. All ecologists show a concern about environmental degradation and are committed to reversing or eradicating it. Similarly, by embracing the principle of ecology, they show a willingness to both view nature as an interconnected whole and to accept that there are profound links between humankind and nature.</p> <p>However, ecologism is also characterised by divisions, on a number of levels. The most obvious of these is tension between so-called 'shallow' or humanist ecology, which seeks to harness the lessons of ecology to human ends, and 'deep' ecology, which rejects anthropocentrism altogether and instead embraces ecocentrism. This division implies major differences in how ecologists approach philosophical and moral issues, as well as how they think about economics and sustainability.</p> <p>A further range of disagreements also exists between modernist ecologists, who seek to promote the 'environmentally sound' practices without rejecting the central features of capitalist modernity, and eco-anarchists, eco-socialists and eco-feminists who, in their various ways, each argue that ecological goals cannot be achieved without radical social change.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited understanding of a way in which ecologism is or is not viewed as a single doctrine. <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 ways in which ecologism can be viewed as a single doctrine. • Clear and accurate understanding of the ways in which ecologism is not viewed as a single doctrine. 	
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 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.

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

Radical feminists fundamentally oppose the principles of liberal feminism.’ Discuss.

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

In major respects, radical feminism developed out of an attempt to overthrow liberal feminist thinking. This applies in a variety of ways, including the following. While liberal feminists seek to achieve more equal access for women to the ‘public’ realm, radical feminists are more concerned with remodelling the ‘private’ realm, believing that ‘the personal is the political’.

Liberal feminism is also grounded in the principle of individualism, by contrast with the stress in radical feminism on sisterhood. Similarly, liberal feminism is reformist, believing that meaningful improvement in the position and status of women can be achieved gradually through legal and political means, radical feminism is revolutionary in terms of its goals and sometimes its means.

However, in certain respects radical feminism can be seen as a continuation of liberal feminism. This certainly applies in the sense that the two are united in recognising that women are disadvantaged because of their sex and believing that this disadvantage can and should be overthrown. Similarly, most radical feminists and all liberal feminists are committed to gender equality based on a belief in androgyny.

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

- Limited understanding of how radical feminists oppose or do not oppose the principles of liberal feminism.

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

- Clear and accurate understanding of how radical feminists oppose the principles of liberal feminism.
- Clear and accurate understanding of how radical feminists do not oppose the principles of liberal feminism.

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 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.
A03	Communication and coherence

<i>Level 3</i> (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<i>Level 2</i> (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<i>Level 1</i> (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 does multiculturalism go beyond liberalism?

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

The relationship between liberalism and multiculturalism is deeply controversial. Liberals have argued that liberalism provides the soundest basis for the politics of cultural diversity. This is because liberalism is 'neutral' in relation to the moral, cultural and other choices that citizens make. In this sense, liberalism is 'difference-blind': it treats factors such as culture, ethnicity, race and religion as, in effect, irrelevant.

Multiculturalists tend to focus on how someone's identity is formed (at least partially) from being a member of a 'group', whereas liberals have a focus on the individual.

However, pluralist multiculturalists argue that, in a number of respects, liberalism constitutes an inadequate basis for multiculturalism. Most importantly, liberals are only willing to endorse diversity so long as the beliefs and practices concerned conform to liberal principles such as freedom of choice and personal autonomy. Liberals therefore 'absolutise' liberalism, and deny the legitimacy of non-liberal beliefs and practices. Liberal toleration is only able to embrace diversity within strict limits. Similarly, liberals are unable to accept political forms that clash with the central features of liberal democracy, and they often call for diversity to be confined to the 'private' realm. Cosmopolitan multiculturalists can also be said to go beyond liberalism, in that they ultimately look to the construction of a form of global citizenship.

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

- Limited understanding of a way in which multiculturalism goes beyond or does not go beyond liberalism.

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

- Clear and accurate understanding of how multiculturalism goes beyond liberalism.
- Clear and accurate understanding of how multiculturalism does not go beyond liberalism.

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 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.

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>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

