



GCE MARKING SCHEME

SUMMER 2016

**GOVERNMENT & POLITICS – GP4b
1404/02**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GOVERNMENT AND POLITICS - GP4b

MARK SCHEME SUMMER 2016

Q.1 (a) Explain the increase in supranationalism in the context of globalisation. [10]

Credit could be given for explaining the following:

- Supranationalism as a way of preserving small states in the historical process of globalisation.
- A way of promoting economic, cultural and political globalisation without losing the autonomy and sovereignty of the nation-state.
- Supranationalism as a way of delivering world security and prosperity (e.g. the UN and the EU).
- The perceived dangers of global governance.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(b) Analyse the argument for and against the view that globalisation cannot be resisted. [30]

Credit could be given for analysing/evaluating the following:

- Arguments that it cannot might include: the historic march of globalisation; the impact of technology in promoting globalisation; the growth and political influence of transnational and multinational corporations, and inter-governmental agencies; increasing political intervention around the world; the extent of economic, cultural and political globalisation; prospects for global governance and world politics.
- Arguments that it can might include: the preservation of nation states and their sovereignty and autonomy within supranational structures and organisations; the extent of resistance of governments to globalising forces; the methods and successes of the anti-global movement; the impact of technology in resisting globalisation; prospects and forces for resisting globalisation economically, culturally, politically.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge are displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis are displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.2 (a) Explain why ecocentrism is a radical aspect of environmentalism. [10]

Credit could be given for explaining the following:

- Ecocentrism places nature at the heart of environmental concerns, not humans (as anthropocentrism does). Tensions between ecocentrism and anthropocentrism – light and dark green thinking.
- Ecocentric belief in radical policies to preserve nature, the challenge to traditional economics, ecocentric views of sustainability.
- Holism and Gaia hypothesis.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(b) Assess whether environmentalism has more impact on a local or a global level. [30]

Credit could be given for analysing/evaluating the following:

- Arguments that it has more impact locally might include: The importance of individual effort and local initiatives including local politics; the implications of 'dark' green thinking and deep ecology for society – greater role for local communities and individuals, goal of 'zero growth', completely different approach to economic activity, 'Buddhist economics'; the barriers to attempts to place environmental thinking at the top of the global agenda: anthropocentrism, industrialism, capitalism and shallow ecology; debates about core environmentalist themes such as climate change and sustainability; summits and the barriers to achieving change on a global level with these.
- A counter-argument might include: Environmentalism as a global network of inter-relationships – ecocentrism, holism, Gaia hypothesis; the extent to which any radical environmental progress has to be global, the need for regulation to promote sustainability; the environmental movement and its global successes through pressure groups, new media and party politics; the insignificance of local efforts in a global world.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.3 (a) Explain why the concept of the public/private divide is rejected by some feminists. [10]

Credit could be given for explaining the following:

- Differences in concepts of feminism (first and second wave, radical feminists etc.).
- The public/private divide reinforces gender stereotypes and oppression by reinforcing patriarchy and traditional views that only the public is political.
- The divide reinforces that the personal is not political – many feminists from Second Wave onwards disagree and believe 'the personal is political'. For them, the divide keeps women from a consciousness of their oppression within the private sphere.
- Critiques of radical feminism and its rejection of the public/private divide. Some feminists believe that women are denied important areas of fulfilment by rejecting the divide.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (b) **'The main argument within feminism is about equality of opportunity and rights.'** Discuss. [30]

Credit could be given for analysing/evaluating the following:

- Arguments that this is an important debate in feminism might include: First-wave feminists and their view of the inequalities experienced by women; modern critiques of radical feminism and its rejection of gender as denying women equality and rights; the arguments of liberal and socialist feminists about political equality and economic exploitation; the successes of major legislation; the reassertion of the public/private divide by some modern feminists as a rejection of radical feminism; conservative feminism.
- Counter-arguments might include: The radical feminist critique of other strands of feminism as defining feminist issues from a patriarchal perspective; radical feminists' rejection of the public/private divide – 'the personal is political'; the importance of debates about sex/gender as more fundamentally important to radical feminists; the perspective of difference feminists/'new' feminism about the roles of women.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
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0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.4 (a) Explain the impact of major legislation to protect minority groups. [10]

Credit could be given for explaining the following:

- The impact of Race Relation Acts (1965, 1968, 1976, 2000), especially the establishment of the Commission for Racial Equality after 1976 and the challenge to institutional racism 2000 following the MacPherson Inquiry in the death of Stephen Lawrence, the work of the Equality and Human Rights Commission (EHRC) established in October 2007 as a merger of earlier Commissions with a different remit.
- The impact of the Human Rights Act 1998.
- The impact of Equality Acts such as that of 2010.
- The move away from a liberal approach.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (b) **'The challenge of diversity within multiculturalism undermines the homogeneity of society.'** Discuss. [30]

Credit could be given for analysing/evaluating the following:

- Arguments that it does might include: liberal criticism of multiculturalism as denying individual freedom; assertions that too much diversity is divisive; debates about minorities and what rights should/can be protected in a multicultural society, including the roles of religion, culture, education and language; issues of the compatibility of multiculturalism with social cohesion and social justice (e.g. issues of gender equality); arguments surrounding assimilation and integration, and community relations; arguments that state-motivated attempts to promote multiculturalism fail.
- Arguments that it does not might include: definitions of multiculturalism – cultural, political etc.; the importance of toleration in multiculturalism; the ways in which multiculturalism can promote good community relations, social cohesion and social justice; assimilation and integration; the politics of citizenship; the role of the state in promoting multiculturalism and in what form.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
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0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.