



GCE MARKING SCHEME

SUMMER 2016

**GOVERNMENT & POLITICS – GP3b
1403/02**

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 - GP3b

MARK SCHEME SUMMER 2016

Q.1 (a) Explain the relevance of utilitarianism to liberalism. [10]

Credit could be given for explaining the following:

- Utilitarian beliefs about human nature and what motivates individuals.
- Utilitarian beliefs about the role of the state in determining what will make individuals happy.
- The impact of utilitarianism on classical liberalism.
- Illiberal aspects of utilitarianism, e.g. the 'greatest happiness of the greatest number' and possible conflicts with minority rights.
- 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 liberals are more divided by debates about the role of the state than by any other aspect of liberal ideology.** [30]

Credit could be given for analysing/evaluating the following:

- Arguments that they are might include: debates over the role of the state proposed by different strands of liberal thinking; arguments about the coherence of liberal views of the role of the state; the 'enabling state', the role of the state in promoting individual liberty in economics, society and welfare; the potential for state welfare to allow both equality and inequality; the fundamental illiberalism of state control and power.
- Arguments that they are not might include: debates within liberalism on other elements of liberal thought such as individual rights and equality; the dangers of democracy for some liberals against its necessity to promote equality; debates about natural rights; individualism; tolerance.
- 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 the importance of the concept of social justice within socialism. [10]

Credit could be given for explaining the following:

- Debates within socialism about whether socialism is the only political ideology that can deliver social justice.
- Debates within socialism about what constitutes a socially just society.
- Debates about the Marxist position of absolute equality of reward; debates about the role of the state and social justice.
- 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 failure of socialist economics is the main reason for the decline of socialism.' Discuss.

[30]

Credit could be given for analysing/evaluating the following.

- Arguments in favour of the proposition might include: definitions and debates about 'socialist economics'; the failure of communist economics to make an impression in most countries; the collapse of communist economic systems in the late 20th century; the appeal of capitalist economics and private property and the failure of socialism to deal with this, the ascendancy of liberal capitalism; the failures of the proletariat in many countries to unite behind socialism.
- Arguments against the proposition might include: other (political) reasons for the retreat of socialism currently, such as the arguments within socialism about communism, social democracy and democratic socialism; the resurgence of right-wing politics as a reaction to global downturn; the lack of relevance of socialist arguments about class; candidates may challenge the assumption in the question that socialism is in retreat, and may cite Occupy and other examples of left-wing revival such as Corbyn and Sanders.
- 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 conservatism can be described as a pragmatic ideology. [10]

Credit could be given for explaining the following:

- Accusations that conservatism is a reactive ideology, changing its ideas in reaction to circumstances; the importance of tradition.
- Accusations of a lack of principle in conservatism, anti-ideology.
- Traditional conservatism: empiricism, one-nation, paternalistic conservatism.
- 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) Evaluate the view that conservatives are more divided about the concept of organic society than any other issue. [30]

Credit could be given for analysing/evaluating the following:

- Arguments that they are might include: debates amongst conservatives about the nature of society and individuals within it; the importance of tradition and the preservation of traditional institutions and practices; debates about organic society against hierarchy and elitism; the debates within conservatism about how far radicalism and change are possible or desirable in society; the tensions between traditional conservatism and the New Right.
- Arguments that they are not might include: the emergence of the New Right and neo-liberal conservatism, its ideas about the role of the state in the economy compared to those of traditional conservatives; its conflict with traditional conservatism over concepts such as 'noblesse oblige' and paternalism; the emergence of the socially and morally authoritarian forms of New Right conservatism and conflict about the state's exercise of authority (especially in a European and world context).
- 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.4 (a) Explain the importance of ethnicity in defining a nation.

[30]

Credit could be given for explaining the following.

- Ethnicity as a loyalty to a population or cultural group rather than a politically or geographically defined 'nation'.
- The deep emotional loyalties implicit in ethnicity; identity politics.
- The problems of ethnicity as a defining characteristic of a nation - exclusiveness and ethnic violence.
- 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 extent to which nationalism is always expansionist. [30]

Credit could be given for analysing/evaluating the following:

- Arguments that it might include: experiences of jingoistic, expansionist nationalism based on militarism, xenophobia and overt and expansionist patriotism; pan-nationalism and the difficulties of confining a 'nation' to a geographic area; the role of ethnicity in promoting expansionist nationalism.
- Arguments that it might not include: debates about the concept of a 'nation'; the essential purposes of a 'nation', e.g. self-determination not expansion; experiences of internationalism, transnational and global co-operation; supranational structures in the modern 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.