

Mark Scheme (Results)

January 2012

GCE Government & Politics 6GP04 4B
IDEOLOGICAL TRADITIONS

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January 2012

Publications Code UA030562

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| No. 1 | In what sense have radical feminists sought to redefine the nature of politics? |
| Indicative content (<i>this is not an exhaustive account of relevant points</i>) | |
| <p>Feminists have sought to redefine 'the political' in that they have questioned the traditional notion that politics is located in the public sphere rather than the private sphere. They have therefore been reluctant to associate politics with elections, political parties, government and so forth. Radical feminists in particular have defined politics as power-structured relationships, arrangements whereby one group of persons is controlled by another. From this perspective, they have argued that 'the personal is the political', as the domination of men and the subordination of women in wider society largely stems from unequal gender relations within the family or in personal or domestic life.</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. |

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| No. 2 | Distinguish between a nation and a race, and explain why the two are commonly confused. |
| Indicative content (<i>this is not an exhaustive account of relevant points</i>) | |
| <p>A nation is essentially a cultural entity, a collection of people who share a common language, religion, values and way of life. Ultimately, however, nations are defined by psychological attachments, as no nation is culturally homogeneous. A race, by contrast, is defined biologically or genetically; it refers to a group of people who are supposedly united by blood, that is, by inheritance. Strictly speaking, as nations are defined culturally, they may compose of people who have a wide variety of racial identities.</p> <p>Nations and races are nevertheless commonly confused, particularly by right-wing or chauvinist nationalists, for whom the nation is an exclusive and organically defined entity. This, then, leads to an emphasis on ethnic or cultural purity that encourages such nationalists to conflate nations and races, arguing that the key determinant of national identity is genetic. Such thinking is most clearly exemplified by the racial nationalism of Nazism.</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. |

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| No. 3 | On what grounds have some ecologists supported capitalism? |
| Indicative content (<i>this is not an exhaustive account of relevant points</i>) | |
| <p>Some ecologists have supported capitalism, even advancing the ideas of so-called 'green capitalism'. The idea that capitalism is naturally ecological or green, stem from the belief that capitalist enterprises are highly responsive to consumer pressures. In this view, as consumers become increasingly ecologically aware, recognising that climate change, pollution and so on negatively impact on the quality of their lives, producers will respond by producing new good and favouring green technologies. Ultimately capitalists will recognise that long-term corporate profitability can only be ensured in the context of sustainable development.</p> | |
| LEVELS | DESCRIPTORS |
| <p>Level 3 (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>Level 2 (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>Level 1 (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. |

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| No. 4 | In what sense is multiculturalism a form of communitarianism? |
| Indicative content (<i>this is not an exhaustive account of relevant points</i>) | |
| <p>Communitarianism is the belief that the self or person is constituted through the community, in the sense that individuals are shaped by the communities to which they belong and thus owe them a debt of respect and consideration.</p> <p>Multiculturalism can be seen as a form of communitarianism in that it is rooted in an essentially communitarian view of human nature, which emphasises that people cannot be understood 'outside' society but are intrinsically shaped by the social, cultural and other contexts within which they live and develop. This helps to explain why multiculturalists believe that culture is fundamental to political identity, society being made up of rival cultural groups each seeking recognition and respect. Influenced by communitarianism, multiculturalists reject any universalist model of personal identity.</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. |

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| No. 5 | Explain the link between feminism and liberalism. |
| Indicative content (<i>this is not an exhaustive account of relevant points</i>) | |
| <p>The link between feminism and liberalism is evident in the tradition of liberal feminism. This is rooted in the idea of individualism, implying that women and men should be entitled to the same rights and privileges on the grounds that each of them is a 'person' or human being. This form of feminism is strongly linked to the idea of equal rights and the notion that women and men should enjoy equal access to the public sphere, notably in terms of education, careers and political advancement.</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. |

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| No. 6 | 'Nationalism is inherently expansionist and aggressive.' Discuss. |
| Indicative content (<i>this is not an exhaustive account of relevant points</i>) | |
| <p>Nationalism has been seen as inherently expansionist and aggressive on the grounds that nationalists believe that humankind is naturally divided into discreet nations, each having a distinctive identity and a tendency to favour their own nation over other nations. Nationalism, in this view, preaches that one's own nation is somehow 'special' or superior, implying that other nations are less favoured or inferior. Such thinking is particularly evident in expansionist nationalism, which is invariably based upon explicitly chauvinistic and sometimes racist models of nationhood, and in which the search for national glory is typically associated with projects of conquest and imperialism.</p> <p>However, progressive nationalists, who draw on liberal or socialist thinking, have rejected the idea that expansionist and aggressive tendencies are inherent features of nationalism. Instead, they have often argued that nationalism is the antidote to war and international rivalry, as a world composed of self-governing nation-states will tend towards peace and harmony. In this view, the tendency towards war and expansion is a distortion of the principle of national self-determination, not its logical consequence.</p> | |
| 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 |

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| 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 |

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| No. 7 | To what extent can multiculturalism be reconciled with national unity and cohesion? |
| Indicative content (<i>this is not an exhaustive account of relevant points</i>) | |
| <p>The relationship between multiculturalism and national unity and cohesion is an arena of controversy. Many nationalists argue that multiculturalism is inevitably the enemy of national unity. Their argument is that multiculturalism breeds diversity and an emphasis on cultural difference which makes it difficult and perhaps impossible to generate a unifying sense of national identity. In this view, stable and successful nations are culturally homogeneous, by contrast with the cultural heterogeneity that multiculturalists seek to promote.</p> <p>However, multiculturalists argue that they do not see cultural groups as self-governing political entities. Rather, they believe that cultural, ethnic or religious groups can receive respect and recognition within a larger nation, the latter being defined by broader civic values and political allegiances that do not conflict with cultural difference. In this view, the multiculturalist quest to achieve diversity within unity is best reflected in the goal of multicultural nationalism.</p> | |
| 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 |

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| 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 |

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| No. 8 | 'Deep ecology lies at the heart of all ecological thinking.' Discuss. |
| Indicative content (<i>this is not an exhaustive account of relevant points</i>) | |
| <p>Deep ecologists argue that their views constitute the heart of all ecological thinking, rival ideas amounting to merely a superficial, inconsistent or 'shallow' version of deep ecology. In this sense, deep ecology provides green politics with both a philosophical basis and an ethical orientation. It does this by highlighting that anthropocentrism is by its nature anti-ecological, implying that nature is merely a resource that exists to satisfy human needs and ends. Ecological thinking should therefore be holistic and ecocentric, orientated around the interests of the biosphere or ecosphere rather than the interests of any particular species, including humankind.</p> <p>However, so-called shallow ecologists, including most social ecologists, have argued that ecology can be reconciled with anthropocentrism, meaning that deep ecology is merely one ecological tradition amongst many. From this perspective, the lessons of ecology can be harnessed to human needs and ends, especially through the recognition that the human species will only survive or thrive in conditions of ecological sustainability. Moreover, deep ecology has been criticised as morally confused and politically unattractive, especially through its robust rejection of the values and lifestyles of conventional human societies.</p> | |
| 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 |

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| 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 |

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)

| A01 / A02 / Synopticity | |
|------------------------------------|------|
| Level 3 (Good to excellent) | 9-12 |
| Level 2 (Limited to sound) | 5-8 |
| Level 1 (Very poor to weak) | 0-4 |

| A03 | |
|------------------------------------|-----|
| 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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Order Code UA030562 January 2012

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