

Mark Scheme (Results)

Summer 2016

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

Paper 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.

Question 1	
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Conservatives have criticised feminism as undermining some of the key institutions of society such as the family. This has contributed to a range of social problems linked to the family's breakdown. They have also argued that an ideology focusing on the differences between men and women undermines social cohesion and national unity.</p> <p>Liberals have criticised feminism as undermining the fundamental importance of individuals and individual rights through its focus on groups, women and men. Liberals have also criticised feminist attempts to break down the private and public spheres, preferring to maintain a private sphere as a foundation of freedom in society.</p> <p>Socialists have criticised feminism as it emphasises the conflict of interest between women and men rather than the conflict of interest between capital and labour. Some socialists would argue that this can weaken class consciousness and undermine the prospects of fundamental 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 ground on which feminism has been criticised. <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 feminism has been criticised. 	
LEVELS	DESCRIPTORS
<i>Level 3</i> (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.
<i>Level 2</i> (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. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.

<i>Level 1</i> (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.

Question 2	
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Eco-socialism has been influenced by thinkers such as William Morris who idealised small- scale communities living close to nature, and by Marxist ideas, for example Rudolf Bahro, a German eco-socialist.</p> <p>The damage and threat to nature and the environment has its root cause in capitalism and the relentless drive for profit. Capitalism not only creates class conflict but is also responsible for environmental destruction as it seeks out endless new markets for consumer goods and promotes a materialistic outlook among consumers.</p> <p>Poorer countries and working class neighbourhoods suffer most from environmentally damaging capitalist development. If private property is abolished and wealth is owned in common it will be used in the interests of all rather than in the interests of a capitalist elite. This means that it will be used in the long-term interests of humanity, taking account of the ecological impact of economic activity.</p> <p>Radical social change is necessary to improve the environment in order to limit or abolish capitalism and this profit motive. Some eco-socialists would argue that socialism is more inherently ecological than capitalism.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited understanding of a key idea of eco-socialism. <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 key ideas of eco-socialism. 	
LEVELS	DESCRIPTORS
<p><i>Level 3</i> (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><i>Level 2</i> (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.

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

Question 3	
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>The key theme of multiculturalism is 'diversity within unity', a positive endorsement of communal diversity based on equal recognition and respect. Liberals, particularly universalist liberals, have criticised multiculturalism for a number of reasons.</p> <p>Multiculturalism represents a threat to liberal individualism as it is based on a core idea that personal identity is embedded in a group identity. In this way it represents a collective approach, which subordinates individual identity and rights, in favour of the social group.</p> <p>If people identify primarily with their mono-culture then this can lead to a lack of respect for other individuals or groups of individuals. Some multiculturalists legitimise groups that are oppressive and limit individual freedoms, through the oppression of women or intolerance towards others.</p> <p>Multiculturalism can lead to 'ghettoisation' that limits, rather than expands cross-cultural understanding.</p> <p>Liberals reject the ethical pluralism of multiculturalism, as this portrays as legitimate ideas and practices that violate a fundamental liberal commitment to freedom and personal autonomy (examples including forced marriage, female circumcision and bans on apostasy).</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> Limited understanding of a reason why some liberals have criticised multiculturalism. <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 reasons why some liberals have criticised multiculturalism. 	
LEVELS	DESCRIPTORS
<p><i>Level 3</i> (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><i>Level 2</i> (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><i>Level 1</i> (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.

Question 4	
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Racialism is the belief that humans can be divided into biologically distinct ‘races’ with distinct cultural differences and an implied hierarchy with some races superior to others. Patriotism refers to a psychological attachment to one’s nation or a ‘love of one’s country’.</p> <p>They differ as the majority of patriots would define their national identity in cultural and linguistic terms, rather than in biological ones. Patriotism can be inclusive to the extent that it embraces all of those who are committed to this love of country. Patriotism need not be hierarchical either.</p> <p>There can be overlap between the two if patriots define their patriotic identity in terms of belonging to a distinct race. Nazism was an extreme example of patriotism based on a supposed racial identity. Patriots can also be committed to a hierarchical approach, viewing their country as superior to others.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited understanding of racialism and patriotism. <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Clear and accurate understanding of racialism and patriotism, and how far they differ. 	
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</p>	<p>Very poor to weak:</p>

(0-5 marks)	<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.
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Question 5	
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Sustainability refers to the capacity of a system to continue over time, that economic growth should take place with little or no damage to the ecosystem, associated with anthropocentrism.</p> <p>Deep ecology favours ecocentrism rather than anthropocentrism. The human species is not seen as superior to other species, or more important than nature. In this sense the purpose of human life should be seen as to help sustain nature, rather than the other way around.</p> <p>Deep ecologists reject the idea that economic growth, sustainable or otherwise, is essential to societies and view this belief as a justification for materialism and the emphasis on the standard of living of developed countries. Sustainability is wrong in principle and not practically achievable given the damage to nature that economic growth will involve.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited understanding of a criticism of sustainability from a deep ecology perspective. <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 criticisms of sustainability from a deep ecology perspective. 	
LEVELS	DESCRIPTORS
<p><i>Level 3</i> (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><i>Level 2</i> (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.

	<ul style="list-style-type: none">• ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<i>Level 1</i> (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.

Question 6	
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>The relationship between multiculturalism and social division is an arena of controversy. Conservatives argue that multiculturalism is inevitably the enemy of national unity and social cohesion and that it emphasises the differences between people and between groups of people. The argument is that multiculturalism promotes diversity and an emphasis on cultural difference. In this view, stable and successful national cultures are largely homogeneous, by contrast with the cultural heterogeneity that multiculturalists seek to promote. For example, pluralist multiculturalism is generally critical of cultural mixing and highlights the benefits of cultural separation.</p> <p>However, many 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 broadly cohesive larger society, the latter being defined by broader civic values and political allegiances that do not conflict with cultural difference. In this view, the multiculturalist goal is to achieve diversity within unity. For example, cosmopolitan multiculturalism positively endorses hybridity and cultural mixing, while liberal multiculturalism promotes toleration of different cultures. Attempts to repress cultures or to give them less worth than the majority culture are more likely to lead to grievances and social division than the acceptance of diversity within a broader social unity. In this way a multiculturalist approach can lead to greater unity than attempting to impose the majority culture or expecting a group to assimilate.</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 multiculturalism promotes division. • Limited understanding of a way in which multiculturalism promotes unity. <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 multiculturalism promotes division. • Clear and accurate understanding of the ways in which multiculturalism promotes unity. 	
AO1	Knowledge and understanding
Level 3 (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

Level 1 (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
A02	Intellectual skills
Level 3 (9-12 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations
A02	Synoptic skills
Level 3 (9-12 marks)	Good or better 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)	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)	Limited 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)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary

Level 1 (0-3 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary
Question 7	
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Progressive doctrines look to the future, seeking to bring about progress in the sense of improving living conditions and circumstances. Nationalism undoubtedly has a progressive-looking face. Nationalism can be said to promote positive and progressive values endorsing liberal democracy and providing unity through a national identity. This can be seen in the case of liberal nationalism and the desire to overthrow multinational empires in the name of national self-determination. It can also be seen in the case of anti-colonial nationalism, which fuses the goal of national self-determination with a quest for economic and social emancipation, often based on Marxist-Leninist thinking.</p> <p>However, it can be argued that all forms of nationalism are backward-looking or even reactionary, in the sense that they are constructed on the basis of a historical model of the nation, with tradition being one of the key features of national identity. Nationalism can also be said to be regressive and leads to division, oppression and even wars. The link between nationalism and the past is nevertheless clearest in the case of conservative nationalism and expansionist nationalism. Conservative nationalists argue that national identity is closely associated with tradition, while expansionist nationalists often base their militaristic projects on a belief in past national glory.</p> <p>On the other hand, nationalism may always have a complex character in which progressive (forward) and regressive (backward) elements are combined. This has sometimes been exhibited in cultural nationalism e.g. Welsh nationalism.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited understanding of an argument in favour of nationalism being a progressive doctrine. • Limited understanding of an argument in favour of nationalism not being a progressive 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 arguments in favour of nationalism being a progressive doctrine. • Clear and accurate understanding of arguments in favour of nationalism not being a progressive doctrine. 	

AO1	Knowledge and understanding
Level 3 (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
AO2	Intellectual skills
Level 3 (9-12 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations
AO2	Synoptic skills
Level 3 (9-12 marks)	Good or better 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)	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)	Limited 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)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-3 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

Question 8	
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Feminism is based on two key ideas that unite them. The first of these is that women are disadvantaged as a result of their sex, and the second is that this disadvantage can and should be overthrown. The core theme of feminism is therefore a desire to advance the social role of women, and all feminists give this their support.</p> <p>However, many would argue that feminism is not a single doctrine as it is characterised by deep divisions, and that these have become more significant over time. First, and most importantly, there are significant differences between the three key feminist traditions: liberal feminism, socialist feminism and radical feminism. Each offers a different account of the nature and origins of female subordination and each suggests a different strategy for how it can be countered. The transition from liberal to radical thinking is often seen to highlight differences between 'first-wave' and 'second-wave' feminism.</p> <p>Secondly, a divide has opened up between equality feminists, who struggle for some form of gender equality and difference feminists, who believe that there are deeper and perhaps ineradicable differences between women and men. Finally, a range of new feminist traditions has developed since the 1980s, including black feminism and postmodern feminism. These are sometimes seen as examples of 'third-wave' feminism.</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 feminism is a single doctrine. • Limited understanding of a way in which feminism is not 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 feminism is a single doctrine. 	

<ul style="list-style-type: none"> • Clear and accurate understanding of the ways in which feminism is not a single doctrine. 	
AO1	Knowledge and understanding
Level 3 (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
AO2	Intellectual skills
Level 3 (9-12 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations
AO2	Synoptic skills
Level 3 (9-12 marks)	Good or better 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)	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)	Limited 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)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-3 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

