

Mark Scheme (Results)

January 2012

GCE Government & Politics 6GP03 3D
GLOBAL POLITICS

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No. 1	How do realists explain the tendency within the international system towards war?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Realists explain the tendency within the international system towards war in a number of ways. Classical realists believe that war is, sooner or later, inevitable both because of non-rational and often aggressive drives that are intrinsic to human nature and because if states pursue the national interest they will inevitably come into conflict with one another. Neorealists argue that the tendency towards war can largely be explained by imbalances in the international system that encourage states to believe that they can prosper by taking military action against other states, because there is little prospect of their being defeated or humiliated. This is particularly argued by offensive realists who believe that states are motivated by the desire to maximise power, and not merely security, implying that war amongst great powers in particular is unavoidable.</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.

No. 2	Distinguish, using examples, between economic regionalism and political regionalism.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Economic regionalism refers to the creation of greater economic opportunities through cooperation amongst states in the same geographical region. This may involve the establishment of free trade areas, where states agree to reduce tariffs or other barriers to trade, but it may also involve the establishment of customs unions or common markets.</p> <p>Political regionalism refers to attempts by states in the same area to strengthen or protect shared values, thereby enhancing their image and reputation and gaining more a powerful domestic voice. Examples of this can be seen in the case of the Council of Europe or the Arab League.</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.

No. 3	Explain how the role of NATO has changed since the end of the Cold War.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>NATO's initial purpose was to act as a deterrent against the threat posed by the Soviet Union and its Eastern bloc satellite states, whose collective military alliance was the Warsaw Pact. The end of the Cold War has, however, forced NATO to find a new role. This has involved establishing itself as a force for European and global peacemaking and crisis management, as has applied, for example, in former-Yugoslavia. This has also seen NATO expand its involvement beyond the North Atlantic area, particularly through its association with the 'war on terror' and its command of the International Security Assistance Force in Afghanistan. Finally, NATO has been involved in redefining relations between the USA and its western allies and post-communist Russia, partly through extending NATO membership to former-communist states and through the idea of missile defence.</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.

No. 4	Distinguish, using examples, between 'hard' power and 'soft' power.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Hard power is the ability of one actor to influence another through the use of threats or rewards, typically involving military 'sticks' or economic 'carrots'. This is power as compulsion or as inducement. Soft power, by contrast, is power as attraction or identification. It is the ability to influence other actors by persuading them to follow or agree to norms and aspirations that produce the desired behaviour. Soft power operates largely through culture, political ideals and foreign policies.</p> <p>The examples of hard and soft power should be accurate and help to explain or illustrate the differences between the two.</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.

No. 5	Define subsidiarity, and explain its significance for the process of European integration.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Subsidiarity is, broadly, the devolution of decision-making from the centre to lower levels. As such, it suggests that decisions should be made at the lowest appropriate level.</p> <p>Subsidiarity has been incorporated into the process of European integration, in particular by the Treaty of European Union. Its significance for the process of European integration is that it defends national sovereignty against the encroachment of EU institutions. The TEU, for example, emphasises that the competence of the European Union should be restricted to those actions that 'cannot be sufficiently achieved by the member states'. Subsidiarity thus modifies the trend towards federalism and supranationalism.</p> <p>The intellectual skills relevant to this question are as follows:</p> <ul style="list-style-type: none"> • The ability to analyse and explain the implications of subsidiarity for European integration. 	
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.

No. 6	'State sovereignty is now an outdated concept.' Discuss.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>State sovereignty refers to the capacity of the state to act independently and autonomously on the world stage. It implies that states are legally equal and that the territorial integrity and political independence of a state is inviolable. State sovereignty can be viewed as an outdated concept for a variety of reasons. These include, in particular, the advance of globalisation, which fosters deeper levels of interdependence and interconnectedness that mean that state borders are increasingly porous, the strengthening of non-state actors, notably transnational corporations and non-governmental organisation, the trend in favour of regional and global governance, which erodes the independent authority of national governments, and the growth of humanitarian intervention, possibly reflecting the fact that international law is no longer geared to upholding state sovereignty.</p> <p>On the other hand, state sovereignty can be seen to be alive and well in a number of respects. In the first place, it is by no means clear that globalisation has always worked to weaken the state as an autonomous entity; rather, in many ways it has transformed the state and helped to redefine state sovereignty. Similarly, international law is still based on state sovereignty as a fundamental principle, reflected in the questionable status of humanitarian intervention in international law. The idea that the growth of international organisations and the trend towards global governance inevitably makes state sovereignty irrelevant can also be challenged on the grounds that international bodies are overwhelmingly intergovernmental and not supranational, and serve therefore as forums within which sovereign states can take action on matters of mutual interest or concern.</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

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	To what extent has the rise of emerging powers altered the nature of world order?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>The growth of emerging powers, such as China, India and Brazil, can be seen to have altered the nature of world order in important ways. In particular, it has created conditions of growing multipolarity, in which global power is divided amongst three or more major states. Such a view is underpinned by economic developments, notably the fact that the balance of power in the world economy has shifted from the West to the East, especially due to the combined influence of China, India and Japan. Such trends also have a political or diplomatic character, as reflected in the growing importance of bodies such as the G20 and the BRICs countries.</p> <p>However, others argue that emerging powers have yet to fundamentally alter the nature of world order. In most cases, this is based upon the view that none of these powers is yet strong enough to challenge the USA as the global hegemon. The USA remains the world's largest economy and has a still impressive global lead in 'hitech' production. Similarly, its military lead over the rest of the world is still considerable, being the only power that can sustain major military involvements in two or more parts of the world at the same time. As the global hegemon, the USA also continues to exert disproportional structural power through its influence over a variety of institutions of global governance.</p>	
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. 8	'The history of UN peacekeeping has been a history of failure.' Discuss.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>UN peacekeeping has had a controversial history, especially due to its resurgence from the 1990s onwards. Critics have drawn attention to dramatic peacekeeping failures, such as those in Bosnia and Rwanda where the UN stood by and failed to prevent mass slaughter and genocide. Other UN peacekeeping operations have been weak or ineffective because of inadequate resources, poor training and, often, confused or ill-defined missions. The problems in this respect have included an unwillingness by the Security Council to provide clear guidance for UN intervention and the often highly complex nature of the post-conflict situations that the UN seeks to deal with.</p> <p>On the other hand, a significant number of UN-led peacekeeping operations have succeeded in keeping the peace and even, sometimes, in promoting democracy. This particularly applies because of the advent of multi-dimensional peacekeeping, or peace-building, which recognises that peacekeeping is not merely a military operation but has important political, social and economic dimensions, aimed, ultimately, at state-building. At an operational level, the UN is clearly more appropriate than any other body in carrying out small-scale peacekeeping, the provision of humanitarian aid and the monitoring of elections.</p>	
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

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Welsh Assembly Government

