

Examiners' Report/
Principal Examiner Feedback

January 2012

Government and Politics 6GP04 4D
Global Political Issues

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information, please call our GCE line on 0844 576 0025, our GCSE team on 0844 576 0027, or visit our qualifications website at www.edexcel.com. For information about our BTEC qualifications, please call 0844 576 0026, or visit our website at www.btec.co.uk.

If you have any subject specific questions about this specification that require the help of a subject specialist, you may find our Ask The Expert email service helpful.

Ask The Expert can be accessed online at the following link:

<http://www.edexcel.com/Aboutus/contact-us/>

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2012

Publications Code UA030566

All the material in this publication is copyright

General Comments:

The small number of entries for this unit in January means that comments on the responses are in danger of reflecting trends in particular centres as opposed to general trends that all centres should be aware of. The comments below should be understood in this light.

Question 1

Some weaker responses to this question focused, unhelpfully, not on why the term is controversial and contested but on a simple description of a few case examples of terrorist attacks. The strongest responses nevertheless recognised that terrorism is a contested and controversial term with regular exploration and explanation of the idea that some terrorist actions are perceived as the actions of freedom fighters. Stronger responses explored wider areas such as 'state terrorism'. This was one of the least popular questions.

Question 2

This wasn't a popular question but there were a few very strong responses where candidates explored, thoroughly, both the advantages and disadvantages of debt cancellation. It was pleasing to note that some candidates were able to provide a wide range of case examples in support of their argument. Weaker candidates tended to ignore the wording of the question and to produce very one sided and emotive arguments demanding

debt cancellation on moral grounds but without further exploration of the wider advantages and disadvantages.

Question 3

This was one of the more popular short questions and it provided a true range of quality in the responses marked. A number of responses to this question failed to address the specific wording of the question and candidates simply produced a narrative of historic attempts to deal with environmental concerns, primarily global warming with reference to meetings such as Kyoto and Copenhagen. Stronger candidates supplied this historic knowledge but also an explanation of the reasons why this is a global issue with recognition that this does have implications, particularly relating to state sovereignty. These students explained that, as global issues require global solutions, environmental issues place a particular emphasis on international cooperation.

Question 4

This was the most popular of the short responses with an opportunity for candidates to tackle key elements of this unit with a wide range of often contemporary, examples. Definitions of these stock terms were, on the whole, accurate and detailed. Strong responses made clear that Human rights imply that there are standards of conduct that should apply in all countries and in all parts of the world, regardless of nationality, religion, ethnicity and so forth. State sovereignty implies that each state should be

regarded as an independent and autonomous entity, solely responsible for determining the conditions of life within their borders. There were some very pleasing examples which explained the controversy over recent humanitarian intervention with references to the Arab Spring and events in Libya and Syria.

Question 5

This was the least popular of the short responses and there were a number of weak responses from candidates who were unable to distinguish between the two views of development. Some candidates clearly had an understanding of the 'orthodox' view of development but seemed less certain of the 'alternative' model. Strong responses were able to explain that the 'alternative' model is based on factors such as self reliance, sustainable development and measurement of development in different ways to the standard GDP measurement.

Question 6

This wasn't a particularly popular question for candidates but there were a few pleasing responses where candidates applied focus to the particular demands of the question. Synopticity was evident in stronger responses which avoided a one-sided and bleak study of the perceived failure to make progress in this area. They explained that there is a growing consensus that countries, developed and developing, should all shoulder a responsibility for tackling environmental problems and that it remains a key area for focus in

the international community. Almost all candidates were able to argue the alternative view that disagreement and disappointment has been a regular feature of historic attempts to deal with the issue.

Question 7

Only a very small number of candidates attempted this question. To achieve the highest scores in this question, candidates needed to provide a study and explanation of the changing face of humanitarian intervention connected to changing perceptions, attitudes and developments in the global community. Certainly, the circumstances and perception of humanitarian intervention has changed from the so called 'golden age' of humanitarian intervention in the 1990s. As with question 4 there was an opportunity to discuss recent interventions or missed opportunities for intervention in states such as Libya, Egypt and Syria.

Question 8

This was a very popular question, soundly answered by a good proportion of candidates. Some strong responses demonstrated a thorough and detailed understanding of the varied reasons why different states value nuclear weapons. There were a number of pleasing scripts which explored these reasons with examples of individual states who appeared to value the retention or acquisition of nuclear weapons for a variety of reasons linked to security, prestige and deterrence. On the other hand, weaker responses

were sometimes over-dependent on a one sided explanation of how nuclear weapons were of symbolic use only or of no use at all.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Further copies of this publication are available from
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email publication.orders@edexcel.com

Order Code UA030566 January 2012

For more information on Edexcel qualifications, please visit
www.edexcel.com/quals

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

