

Mark Scheme (Results)

Summer 2012

GCE Government & Politics
Global Politics
6GP03 3D

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Publications Code UA032362

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No. 1	Distinguish between external sovereignty (state sovereignty) and internal sovereignty.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Sovereignty is the principle of supreme and unquestionable authority, reflected in the claim by the state to be the sole author of laws within its territory. External sovereignty refers to the capacity of the state to act independently and autonomously on the world stage. This is what is sometimes called 'state sovereignty' or 'national sovereignty', and implies that states are legally equal and that the territorial integrity and political independence of a state is inviolable. Internal sovereignty, by contrast, refers to the location of supreme power/authority within the state. In the UK, for instance, internal sovereignty resides within Parliament, reflected in the constitutional principle of parliamentary sovereignty.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none">• Some definition of internal and external sovereignty with a distinction between them <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none">• Clear definitions and distinctions• Use of valid examples	

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 (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.

No. 2	Why has the World Bank been criticised, and how has it responded to criticism?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>The World Bank has attracted considerable criticism, particularly in the 1990s, for its market-orientated approach to development and poverty-reduction, reflecting a narrowly-focused concern with IMF-style structural adjustment policies. These emphasised deregulation and privatisation and stressed export-led growth, but they often led to an increase, not a reduction in poverty and Latin America, Asia and sub-Saharan Africa. Critics argued that the World Bank maintained its support for the 'Washington Consensus', despite its inconsistent record in reducing poverty, because of biases in its structure and decision-making processes in favour of the USA and other western interests.</p> <p>Although the World Bank has remained faithful to basic neoliberal principles, since the early 1990s it has responded to criticism from both without and within and accepted the need for reform. This has involved a greater awareness of the environmental costs of industrialisation and urbanisation, helping to convert the Bank to the idea of sustainable development. A growing emphasis has also been placed on good governance and anti-corruption policies, and on the need for higher levels of local control and accountability to ensure that projects are better tailored to local needs, in line with the watchword of 'partnership'. In the aftermath of the 2007-09 global crisis, the Bank's capital was significantly expanded and the developing world's influence was marginally increased.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Awareness of the role of the World Bank • Limited knowledge of criticism <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Sound knowledge of the role of the World Bank • Clear understanding of at least two criticisms of the World Bank • Some awareness of how the World Bank has responded to criticism 	

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 (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.

No. 3	Explain the key driving forces behind the expansion of the EU.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>The EU has gradually expanded from the original six members that formed the ECSC in 1951 and then the EEC in 1957, becoming, by 2007, an organisation with 27 members stretching across central and into eastern Europe, and including former communist states. The key driving force behind the expansion of the EU has been the desire for a larger internal market to foster growth and prosperity. This is in line with the logic of creating a continent-wide free-trade bloc and a genuinely common market. Existing members has therefore been keen to recruit new members. A further factor has been the collapse of communism, which created growing pressure from former communist states to join the EU both to seek economic advantages and to consolidate the process of political reform, replacing the influence of the Soviet Union by that of the EU. Other factors include the support of the USA for enlargement, particularly in order to end the division of Europe and the competitive pressures generated by the formation of other regional trading blocs such as NAFTA and APEC.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none">• Some knowledge of expansion and key growth milestones• Limited explanation of driving forces – two factors explained <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none">• Good knowledge of key growth milestones• At least three factors explained	

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 (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.

No. 4	Distinguish between great powers and superpowers.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>A great power is a state deemed to rank amongst the most powerful in a hierarchical state-system. Great powers are usually distinguished by their economic strength, their economic power, their global, and not merely regional, spheres of interest, and their 'forward' foreign policies.</p> <p>The term superpower was coined in the aftermath of WWII to indicate a power that is greater than a traditional great power. The term tends to be used specifically to refer to the USA and the Soviet Union during the Cold War period, and to the USA alone in the post-Cold War period. A broad definition of a superpower is that it possesses great power 'plus great mobility of power'. Superpowers typically possess a global reach, a predominant economic and strategic role within their respective ideological bloc or sphere of influence, and preponderant military capacity, especially in terms of nuclear weaponry.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none">• Basic definitions• Two distinctions drawn between the two terms <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none">• Comprehensive definitions and distinctions• Use of clear examples	

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 (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.

No. 5	Explain the key features of global governance.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Global governance refers to a configuration of world politics that hovers somewhere between international anarchy and world government. The term thus refers to a broad, dynamic and complex process of interactive decision-making at the global level that involves formal and informal mechanisms as well as governmental and non-governmental bodies. The key features of global governance are polycentrism (there are different decision-making mechanisms in different issue areas), intergovernmentalism (global governance tends to involve consensual decision-making in which states and national governments retain considerable influence), mixed-actor involvement (global governance embraces NGOs, TNCs and other institutions of global civil society) and multilevel processes (global governance operates on a variety of levels (with no single level enjoying predominance over the others)).</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • A definition • Some discussion of features of global governance, probably with an example or two <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Developed definition • At least three features of global governance with a range of examples 	

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 (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.

<p>No. 6</p>	<p>'Economic globalisation benefits the few rather than the many.' Discuss.</p>
<p>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</p>	
<p>There are important debates between supporters of globalisation, usually influenced by liberal economic and political assumptions, and critics of globalisation, who draw on a variety of radical or critical perspectives on global politics, about its implications for prosperity and social opportunity. Pro-globalisation views are largely based on the belief that the market is the only reliable means of generating wealth and the surest guarantee of prosperity and economic opportunity. This is underpinned by the assumption that economic globalisation both makes the rich richer and the poor less poor; it is a game of winners and winners. Increased international trade allows all countries to specialise in the production of goods and services in which they have a comparative advantage, and TNCs bring employment opportunities, spread wealth and improve access to modern technology in developing and developed countries alike. These economic benefits are reflected in about three decades of sustained global growth and, particularly since the 1990s, substantial progress being made in reducing poverty by emerging economies such as China, India and Brazil. These economic benefits are also reflected in social and political benefits, not least improved social mobility and the spread of democratic and constitutional politics.</p> <p>However, critics of globalisation have drawn attention to the emergence of new and deeply entrenched patterns of inequality, as TNCs and industrially advanced states generally take advantage of the developing world where wages are low, regulation is weak, and where production is orientated around 'cash crops' rather than domestic needs. In this view, economic globalisation is a form of neo-colonialism. Other alleged drawbacks of economic globalisation include the 'hollowing out' of politics and democracy, as the influence of national governments diminishes and policies dictated by global market pressures rather than popular pressures. Moreover, economic globalisation appears to be quite consistent with the survival of authoritarianism, as demonstrated by countries such as China and Russia. Finally, economic globalisation has been associated with the spread of consumerist materialism, helping to undermine cultural and social distinctiveness in many parts of the world, but especially the developing world.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Definition and explanation of the process/phenomenon • Limited debate of both benefits and negative consequences <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Good explanation of the process/phenomenon • Fuller debate of both benefits and negative consequences • Use of examples to support 	

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. 7	To what extent does multipolarity result in conflict and instability?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>A multipolar world order is one in which there are three or more power centres. However, there is significant debate about the relationship between multipolarity and international conflict and instability. Neorealists argue that multipolarity creates a bias in favour of fluidity and uncertainty, which can only lead to instability and an increased likelihood of war. Conflict between and amongst great powers becomes more likely because multipolarity leads to shifting alliances that can easily disrupt the balance of power, and also because a more decentralised power system may encourage existing great powers to be reckless and ambitious, while weaker states may seek to challenge and displace existing great powers. So-called offensive realists have been particularly vocal in warning about the link between multipolarity and great-power war, sometimes supporting their argument with references to the structural factors that may help to explain both WWI and WWII. In this view, the end of Cold War bipolarity has helped to give the twenty-first century world order a conflict prone character, as reflected in, for instance, tensions between the USA and China and the renewed assertiveness of Russia.</p> <p>However, liberals have tended to argue that multipolar systems are characterised by a tendency towards multilateralism, as a more even distribution of global power promotes peace, cooperation and integration. In this view, the rise, since the end of the Cold War, of emerging powers and the relative decline of the USA tends to keep rivalry under control. The USA's drift back to multilateralism, following its early unilateralist reaction to the collapse of Cold War bipolarity, reflects the recognition that managing shifting balances of power in the twenty-first century is best achieved through consensus building and working through the institutions of global governance. Globalisation supports these tendencies by making all states aware of the extent to which their prosperity is founded on a web of economic interdependence.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Definition of multipolarity • Arguments both for and against the view, probably with use of example <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Fuller definition • Fuller argument with use of alternative systems as a comparison • Use of examples • Realist and Liberal views 	

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	'Economic integration within regions inevitably leads to political integration.' Discuss.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>The relationship within regionalism between economic integration and political integration is an area of debate and disagreement. The EU and its forerunners is the clearest example of a regional project that has steadily moved from economic union to political union. Despite early federalist dreams, European integration has followed a clearly functionalist path, with an emphasis being placed on the goal of promoting economic cooperation. From the 1980s onwards, however, greater emphasis was placed on political integration, a process that led to the creation of the EU, through the passage of the TEU in 1993, and to the establishment of the EU as a single legal entity, through the Lisbon Treaty in 2009. The EU has thus acquired a form of supranational governance through, for example, the wider use of qualified majority voting and restrictions on the national veto, and by the supremacy of EU law over the law of member states. Neofunctionalists have explained the tendency for economic integration to lead to political integration in terms of 'spillover', as integration in one area creates pressure for further integration in other areas. An example of this is the recognition that in order for economic union and monetary union to work there has to be effective political union to manage and supervise economic and monetary practices. Similar tendencies can also be identified in ASEAN, particularly in plans to establish an ASEAN community, with responsibility for economic, political-security and socio-cultural issues.</p> <p>However, the linkage between economic and political processes within regionalism can also be questioned. This can occur on the grounds that political union within the EU has not proceeded as far and as fast as many of its proponents have wished, especially as the 'deepening' project has been weakened by the 'widening' project. Similarly, efforts to create an ASEAN Community modelled on the EU, have so far made relatively little progress. The strongest argument against the inevitable link between economic integration and political integration can be found in the fact that the vast majority of regional trading blocs have not moved beyond their original remit of reducing internal tariffs and other barriers to trade. This applies, for instance, in the case of NAFTA, Mercosur, APEC. This pattern tends to suggest that the linkage between economic and political developments that is exemplified by European integration may be exceptional, rather than the example that other regional projects are destined to follow.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Discussion of economic integration in at least two blocs or a more detailed use of one example • Limited argument <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Good discussion of economic integration in at least three blocs or a more detailed use of two examples • Good level of argument 	

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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