

Mark Scheme (Results)

January 2013

GCE Government and Politics (6GP03)
Paper 3D Global Politics

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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.

Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**
Start with the presumption that the mark will be the higher of the two.
An answer which is poorly supported gets the lower mark.
- **3 mark bands**
Start with a presumption that the mark will be the middle of the three.
An answer which is poorly supported gets the lower mark.
An answer which is well supported gets the higher mark.
- **4 mark bands**
Start with a presumption that the mark will be the upper middle mark of the four.
An answer which is poorly supported gets a lower mark.
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

No. 1	Explain the implications of bipolarity for peace and international order.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>There is significant debate over the implications of bipolarity for stability and order.</p> <p>Those who argue that bipolarity provides stability and peace argue that a bipolar system tends towards the establishment of a stabilizing balance of power. The example of the Cold War and the relationship between the USA and the Soviet Union is used to illustrate how bipolarity led to both sides seeking to deter the other resulting in the creation of Mutual Assured Destruction and a relative peace. This peace was however based on a 'balance of terror'. Supporters of bipolar stability would argue that, with only two significant actors, the likelihood of conflict is reduced as miscalculation is less likely with only two actors involved. Bipolarity, they would argue, brought a degree of peace and stability between 1945 and 1990.</p> <p>Opponents of the view that bipolarity provides stability and peace could focus on the significant tensions which existed during the Cold War period. Conflict in Hungary (1956), Czechoslovakia (1968), Afghanistan (1979) and in the Vietnam War and elsewhere would suggest that bipolarity failed to provide stability for all. The Cuban Missile Crisis was a clear example that the Cold War could have become hot. Comparisons with alternative polar periods could be made.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Clear definition and example of a suitable period • Discussion of implications – typically two implications generally or one explained in detail <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Full definition with at least one strong historic example and likelihood of comparison with other systems • Likelihood of reference to political theorists • At least two, but typically three or more implications explained 	

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

Why is global governance so controversial?

Indicative content (*this is not an exhaustive account of relevant points*)

Global governance is a complex process of political interaction and decision making at the global level aimed at solving problems that affect more than one state or region when there is no power of enforcing compliance. States and governments remain the most significant institutions for decision making but intergovernmental and supranational bodies can also operate. Decisions are made by a system of horizontal and vertical interactions between officials in different levels of government working with counterparts from other states. There are numerous reasons why global governance is so controversial.

Some are concerned that the key institutions in global governance are dominated by certain states. Western dominance of the International Financial Institutions (IFI) is an example. There is a belief that western hegemonic dominance has allowed the USA and allies to accumulate 'structural' power in most institutions.

Some commentators are concerned that global governance could be a step towards the establishment of a world government. Intergovernmentalism and Supranationalism are controversial and any attempt to limited the sovereignty of states is likely to meet with resistance.

To some, global governance implies that anarchy at the international level can be overcome without creating a world government or having to endure hegemonic dominance.

The realist and idealist debate is relevant in this area as is the effectiveness of global governance to date, particularly in the economic field with the response to the economic downturn beginning in December 2007.

A threshold Level 2 response will typically exhibit the following features:

- Clear definition and use of at least two examples of institutions or actors
- Typically two reasons for controversy identified and explained

A threshold Level 3 response will typically exhibit the following features:

- Fuller definition and use of a wider range of examples of institutions or actors
- Typically three reasons for controversy identified and explained

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. 3

Explain the key purposes of the United Nations.

Indicative content (*this is not an exhaustive account of relevant points*)

The United Nations was formed in 1945 with a number of aims which included :

- To 'save succeeding generations from the scourge of war'
- To 'reaffirm faith in fundamental human rights'
- To 'promote social progress and better standards of living'
- To uphold a respect for international law

Students are not expected to evaluate the success of the United Nations in carrying out these aims but they should be aware of the original purpose of the organization as well as an understanding that it has developed over time and new aims and purpose has developed.

The United Nations still has a principle of collective security but some would argue that it has become a tool of the dominant powers (Permanent Security Council members) in pursuing policy which favours their interests.

The General Assembly remains a forum for debate and diplomacy but has also been used to score political points and to apply pressure on certain states. A wide range of duties and aims can be highlighted with reference to bodies such as the International Atomic Energy Agency (IAEA), Intergovernmental Panel On Climate Change (IPCC), Economic and Social Council (ECOSOC) agencies and International Court of Justice (ICJ).

It is important to note that the original aims of the United Nations are still relevant but that it has also developed new concerns and purpose in the decades since it was formed.

A threshold Level 2 response will typically exhibit the following features:

- Outline explanation of the original purpose/background of the UN
- Typically two purposes of the United Nations in some detail or three more generally outlined with suitable examples

A threshold Level 3 response will typically exhibit the following features:

- Accurate and full explanation of the original purpose/background of the UN
- Typically three or more purposes of the United Nations all explained fully with suitable examples

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	What are the key areas of disagreement between realism and liberalism?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>There are a number of significant differences between realism and liberalism. Distinct views of human nature, the likelihood of war and conflict, cooperation and prospects for world government are central areas of difference.</p> <p>Liberalism stresses the significance of moral values and ideals and is optimistic about the prospects for international peace. Humans are considered to be governed by reason and capable of cooperation and this is replicated in the society of states. Liberalism sees the strengthening of international law and the spread of free trade as inevitable steps towards the creation of a peaceful world with mutual benefit and general prosperity for all. A balance of interests will develop amongst states and states can exist in a condition of peace.</p> <p>In contrast, realism considers human nature to be fixed and fashioned by nature rather than nurture. Realism views humans as self-seeking and egotistical and states are considered to replicate this as they pursue self interest at the expense of others. A condition of anarchy is inevitable as states pursue self interest with no higher authority than the sovereign state. No form of world government can be formed as states will remain the most important actors on the world stage. States will prioritize survival and will pursue security through the use of military means which ensures that there is a tendency towards war and conflict.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • At least two key areas of disagreement identified and explained with contrast clear <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • At least three key areas of disagreement identified and explained with contrast clear • Probable reference to theorists and use of examples 	

LEVELS	DESCRIPTORS
<p><i>Level 3</i> (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><i>Level 2</i> (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><i>Level 1</i> (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

In what ways has enlargement since 2004 been problematic for the EU.

Indicative content (*this is not an exhaustive account of relevant points*)

In 2004, ten new states joined the European Union, bringing its membership to 25 countries. In 2007 Bulgaria and Romania joined to bring membership to 27. The ratification of the Lisbon treaty in 2009 which introduced new decision making within the Union was seen by some as an attempt to deal with some of the difficulties that had emerged with the almost doubling of membership which had taken place since 2004.

Since enlargement the European Union has been less able to operate as a representative of wealthy western states. The focus of the EU has now shifted eastwards with potential further expansion also to the east. Widening may have taken place at the expense of deepening with integration more difficult in a larger entity.

Although expansion has increased the EU market by approximately 20% there have been significant issues in absorbing new member states with weaker economic performance and lower standards of living. Many of the new members have struggled to adapt to market economies from centrally planned.

Decision making in an enlarged EU has become more challenging with a larger number of national and political interests to be satisfied. Expansion has had an impact on both political and economic integration and may have made less likely the aim of 'ever closer union'.

There is a counter view that enlargement has forced the EU to streamline and to centralize decision-making which has strengthened the organisation and that enlargement has given the EU greater power and credibility on the world stage.

A threshold Level 2 response will typically exhibit the following features:

- Some explanation of the 2004 events
- Identification and typically some explanation of two problems

A threshold Level 3 response will typically exhibit the following features:

- Fuller explanation of the events of 2004
- Identification and fuller explanation of typically three or more problems with use of examples

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

'The EU lacks global significance and influence' Discuss.

Indicative content (*this is not an exhaustive account of relevant points*)

A significant and influential body would be expected to have the ability to exert its influence on a global scale. It might be expected to characteristically possess economic, military and political strength, which may cause small powers and small states to consider the opinions of the body before taking actions of their own.

From an Economic perspective the EU has real potential for significance as an international body. The EU benefits from representing a number of the most powerful economies in the world and a population of approx 495 million although the expansions of the EU in 2004 and 2007 may have diluted its influence and certainly brought on board a number of economies weaker than the earlier members. The challenges of integration, despite the existence of the single market, have weakened the EU and the potential for it to be a more significant international body. The lack of a universal European Single currency and the precarious position of a number of Euro-zone economies in 2011 could be cited. The EU has, however, been able to operate with some significance in the WTO where it has fought its position against other significant powers such as the United States.

The EU has struggled to become the political giant that many of its members hoped it would become. The lack of a single Foreign Policy and the retention of the Veto for key matters in the Council of Ministers has hampered it in this area. Appointments such as those of a President of the Council of Ministers in the form of Herman Van Rompuy and of a High Representative for Foreign Affairs and Security Policy in the form of Catherine Ashton, whilst being steps in the right direction, do little to suggest that the splits over Foreign Policy, so evident during the 2003 Iraq conflict, will be removed in the foreseeable future.

From a military perspective, again the EU has a number of significant members but once more lacks a single command structure or any credibility as a unified military force. Although the UK and France retain a nuclear weapons capability and some power projection the EU is once more hampered by its member states reluctance to surrender sovereignty in this area and reliance on other international bodies such as the United Nations and NATO in the military sphere.

There are key global institutions that a significant international body might be expected to have a central relationship with or to be a member of. The EU is a member of certain key international institutions such as the WTO and G20 but lacks membership of others such as the UN Security Council. The EU is not a member of the UN Security Council and its constituent state members represent themselves in the United Nations.

If compared alongside other significant bodies in international politics such as the major states and international organisations then there are obvious weaknesses. If considered specifically alongside other regional bodies then the EU appears to have a particularly favourable position based on the degree of integration, economic strength and institutional development that it has achieved.

The EU certainly has international significance for many of its member states, particularly with the evidence of Supranationalism in areas such as the European Court of Justice and the move away from Intergovernmentalism in general strengthens the ability of the EU to act as a single entity in International Politics.

The EU also has some influence in other ways. It appears to rely more on soft power than hard power, attempting to influence through good example and through diplomacy and appealing to commonly accepted human values rather than the hard power route of armed force, economic pressure or sanctions. The EU has also played a significant role in certain global developments including the Kyoto agreement and the development of the International Criminal Court.

A threshold Level 2 response will typically exhibit the following features:

- An explanation of global significance/ influence and some criteria
- Some factors supporting the assertion with a few examples
- Some factors providing a counter argument to the assertion in the title with a few examples.

A threshold Level 3 response will typically exhibit the following features:

- A stronger explanation of global significance/ influence with fuller explanation of criteria
- A wider range of factors supporting the assertion in the title with a number of clear examples
- A wider range of counter arguments to the assertion in the title, well explained and with clear examples

AO1	Knowledge and understanding
<i>Level 3</i> (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> (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

Does the USA remain a global hegemon?

Indicative content (*this is not an exhaustive account of relevant points*)

If judged in military terms then the USA appears to remain dominant. The USA accounts for approximately 50% of world military spending and has a clear advantage in high tech weapons and air power. The USA has a global military reach and an ability to operate military in a number of theatres of conflict simultaneously. A counter argument could be built on the reduced significance of hard power in global politics and the difficulties that the USA has faced in asymmetrical wars such as in Iraq and Afghanistan. USA soft power has also been weakened by the 'war on terror' and the extraordinary rendition and Guantanamo Bay incidents.

The USA has significant structural power with a disproportional role in most major international organizations whether political or economic. The rise of the BRIC states seems to challenge this dominance and the USA has found that it is unable to tackle the global financial crisis alone. There have been a number of areas where the USA has been unable to exert significant influence such as the Russian invasion of Georgia, China in Tibet, North Korea and Iranian nuclear ambitions.

Although the USA remains the world's largest economy, a number of economic competitors have seen significant economic growth which suggests that US economic dominance may be weakening. The Chinese economy, in particular, has grown at a remarkable rate and is expected to overtake the US economy within a decade or so. The economic model of the USA has been challenged by the global financial crisis.

Long term US hegemony has been questioned on a number of occasions throughout the twentieth century and will, inevitably remain a topic of debate as new challenges arise.

A threshold Level 2 response will typically exhibit the following features:

- Awareness and explanation of the term-hegemon- even if limited
- Some factors supporting the assertion with a few examples
- Some factors providing a counter argument to the assertion in the title with a few examples.

A threshold Level 3 response will typically exhibit the following features:

- Detailed awareness and explanation of the term – hegemon
- A wider range of factors supporting the assertion in the title with a number of clear examples
- A wider range of counter arguments to the assertion in the title, well explained and with clear examples

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

'Globalization is producing a global monoculture' Discuss.

Indicative content (*this is not an exhaustive account of relevant points*)

The hyperglobalist model of globalization sees globalization as a highly significant development which will weaken the state as a territorial entity. This cultural flattening of differences between nations, regions and individuals tends to be associated with the dominance of the USA and of western values and the western economic model. The alternative view is that the perceived domination of foreign values and ideas can lead to a cultural backlash, to ethnic nationalism, religious fundamentalism and opposition to a perceived US dominance and to Coca Colonization.

Cultural imperialism or homogenization, depending on the viewpoint, focuses on a number of key areas. To some, the world is shrinking and differences disappearing as we share, globally, the same television programmes, sport, commodities, food, celebrities etc. The growth of huge media corporations, spanning the globe, is one of the chief causes of this. AOL-Time Warner, Viacom and News Corporation are chief amongst the Transnational corporations responsible for this perceived dominance. The technological information and communications revolution has helped to accelerate the process.

Examples of homogenization include the dominance of English as a world language with about 35 per cent of the world's mail, telexes and cables in English and 50% of Internet traffic also in English. Western brands such as Starbucks, McDonalds etc have become global brands although non western products are also finding opportunities to spread globally. There is a view that the monoculture isn't a western dominated one but , instead, a cross fertilized culture with elements of several local cultures taking their place on the global level.

The Samuel Huntingdon 'clash of civilizations' thesis suggests that a backlash to perceived western values is inevitable in non-western civilizations and there are numerous examples to show that this view has some value.

A threshold Level 2 response will typically exhibit the following features:

- Awareness and explanation of the terms-globalization and monoculture even if limited
- Some factors supporting the assertion with a few examples
- Some factors providing a counter argument to the assertion in the title with a few examples.

A threshold Level 3 response will typically exhibit the following features:

- Detailed awareness and explanation of the terms globalization and monoculture
- A wider range of factors supporting the assertion in the title with a number of clear examples
- A wider range of counter arguments to the assertion in the title, well explained and

with clear examples	
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)

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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