

# Mark Scheme (Results)

January 2013

GCE Government and Politics (6GP04)  
Paper 4D Global Political Issues

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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.*

<b>1</b>	Explain the main reasons why states seek to acquire nuclear weapons.
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**Indicative content**

Nuclear weapons use nuclear fission or fusion to destroy targets on a massive scale through the effect of blast, heat and radiation. There are numerous reasons why states seek to acquire nuclear weapons.

Those who argue that military power is the chief currency of global politics would see the acquisition of nuclear weapons as an inevitable aim for those states who wish to strengthen their hard power and influence. Those states who have a global nuclear weapons reach tend to be considered significant members of the international community.

Nuclear weapons provide the ultimate deterrence and are considered essential, by many states, who wish to preserve their independence. Israel is considered to be a nuclear state and has avoided significant conventional war since acquiring a nuclear weapons capability although nuclear weapons have failed to provide a defence against less conventional threats.

The vertical proliferation of nuclear weapons is often linked to a fear of a traditional opponent that has, itself acquired weapons. The Soviet Union may have developed weapons due to a fear of US weapons. Pakistan may have acquired nuclear weapons as a response to the development of Indian weapons and in order to strengthen its position regarding the dispute over Kashmir. North Korea and Iran may have initiated nuclear weapons programmes because of a fear of the USA. There is debate regarding how likely a repeat of the 2003 US invasion of Iraq would have been if Iraq had had a nuclear capability at the time rather than an abandoned WMD programme.

Certainly, nuclear weapons appear to enhance the prestige, status and significance of states in global politics. North Korea is taken more seriously since it developed a nuclear capability. There is a view that French and British nuclear weapons help to sustain the delusion that they are both still significant powers worthy of P5 Security Council positions.

LEVELS	DESCRIPTORS
<p><b>Level 3</b> <b>(11-15 marks)</b></p>	<ul style="list-style-type: none"> <li>• Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Good to excellent ability to analyse and explain political information, arguments and explanations.</li> <li>• Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><b>Level 2</b> <b>(6-10 marks)</b></p>	<ul style="list-style-type: none"> <li>• Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Limited to sound ability to analyse and explain political information, arguments and explanations.</li> <li>• Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<p><b>Level 1</b> <b>(0-5 marks)</b></p>	<ul style="list-style-type: none"> <li>• Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Very poor to weak ability to analyse and explain political information, arguments and explanations.</li> <li>• Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li> </ul>

2	On what grounds has humanitarian intervention been criticised?
<b>Indicative content</b>	
<p>Humanitarian intervention is intervention carried out in pursuit of humanitarian rather than strategic objectives, as an attempt to prevent harm to people or to reduce human suffering.</p> <p>Humanitarian intervention has been criticised for a number of reasons.</p> <p>There is a view that intervention breaches International law. International law assumes a respect of state sovereignty and any breach of this is at least questionable. There is also a view that intervention often takes place based on a western view of human rights and that this is a form of cultural imperialism.</p> <p>Double standards exist where intervention is concerned. There are many examples where intervention, arguably, should take place but doesn't because of political considerations or a lack of national interest in events. There are also occasions where intervention has been criticised as inappropriate or where intervention has made matters worse.</p>	
<b>LEVELS</b>	<b>DESCRIPTORS</b>
<p><b>Level 3</b> <b>(11-15 marks)</b></p>	<ul style="list-style-type: none"> <li>• Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Good to excellent ability to analyse and explain political information, arguments and explanations.</li> <li>• Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><b>Level 2</b> <b>(6-10 marks)</b></p>	<ul style="list-style-type: none"> <li>• Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Limited to sound ability to analyse and explain political information, arguments and explanations.</li> <li>• Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<p><b>Level 1</b> <b>(0-5 marks)</b></p>	<ul style="list-style-type: none"> <li>• Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Very poor to weak ability to analyse and explain political</li> </ul>

	<p>information, arguments and explanations.</p> <ul style="list-style-type: none"><li>• Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li></ul>
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<b>3</b>	Why have 'shallow' ecology strategies tended to be adopted rather than 'deep' ecology strategies?
<b>Indicative content</b>	
<p>Shallow ecology is a perspective which harnesses the lessons of ecology to human needs and ends and is associated with values such as sustainability and conservation. There is a recognition that there are 'limits to growth' and that the environment has to be better managed in the long term interests of humans.</p> <p>Deep ecology rejects anthropocentrism and gives priority to the maintenance of nature. Deep ecology is associated with values such as bioequality, diversity and decentralization. The human race is seen as merely part of nature rather than more significant. There is a view that humans should respect and protect the health of the planet and that there is a need for a radical change in our thinking and assumptions and actions.</p> <p>States and individuals seem to consider that 'shallow' strategies are more realistic in comparison to 'deep' strategies and that the evidence of history show that this is the case. 'Shallow' strategies require a more modest response from states and individuals.</p>	
<b>LEVELS</b>	<b>DESCRIPTORS</b>
<b><i>Level 3</i></b> <b>(11-15 marks)</b>	<ul style="list-style-type: none"> <li>• Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Good to excellent ability to analyse and explain political information, arguments and explanations.</li> <li>• Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<b><i>Level 2</i></b> <b>(6-10 marks)</b>	<ul style="list-style-type: none"> <li>• Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Limited to sound ability to analyse and explain political information, arguments and explanations.</li> <li>• Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
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	<ul style="list-style-type: none"><li>• Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li></ul>
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<b>4</b>	What is the 'Washington Consensus', and why has it been controversial?
<b>Indicative content</b>	
<p>The Washington Consensus is a term used to describe the policies of the International Financial Institutions, the IMF and World Bank, which set out a view as to how reconstruction of the developing world economies should take place. This followed the 'orthodox' model of development. The emphasis was on the following:</p> <p>Trade liberalization  Privatization  Cuts in public spending  Deregulation of financial markets  Floating exchange rates  Acceptance of foreign direct investment</p> <p>Criticism of these policies has led to adjustment of the Washington Consensus to include poverty reduction and political reform etc.</p> <p>Critics suggest that a 'one size fits all' policy fails to help different states to develop and that the policies promoted are more beneficial to developed rather than developing states. There is a view that the 'Washington Consensus' provides for the interests and ideology of the Western financial community.</p> <p>Criticism of the individual policies which make up the 'Washington Consensus' can be made.</p>	
<b>LEVELS</b>	<b>DESCRIPTORS</b>
<b>Level 3 (11-15 marks)</b>	<ul style="list-style-type: none"> <li>• Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Good to excellent ability to analyse and explain political information, arguments and explanations.</li> <li>• Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<b>Level 2 (6-10 marks)</b>	<ul style="list-style-type: none"> <li>• Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Limited to sound ability to analyse and explain political information, arguments and explanations.</li> <li>• Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>

<p><b><i>Level 1</i></b> <b>(0-5 marks)</b></p>	<ul style="list-style-type: none"><li>• Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li><li>• Very poor to weak ability to analyse and explain political information, arguments and explanations.</li><li>• Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li></ul>
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5	Explain the main justifications for international aid.
<b>Indicative content</b>	
<p>International aid refers to the transfer of goods or services from one country to another as an attempt to benefit the recipient state. Aid can be either bilateral or multilateral. There are a number of justifications for aid which students could explain.</p> <p>There is a view that structural inequalities in the world economy can be countered through aid. International aid helps to overcome the structural advantages that certain states have. Typically the flow of aid will be from the North to the South and will go someway towards fulfilling the moral obligation to help less prosperous areas. Aid may also help to make up for a perceived advantage that global North has developed through an historic exploitation of global South.</p> <p>Aid may benefit global North by helping to develop global South states as future trading partners with a corresponding increase in mutually beneficial trade.</p> <p>International aid may include humanitarian assistance in periods of humanitarian crisis, disaster, civil war etc. There is a growing view that the international community has a responsibility to intervene where emergency intervention is required.</p>	
<b>LEVELS</b>	<b>DESCRIPTORS</b>
<b>Level 3 (11-15 marks)</b>	<ul style="list-style-type: none"> <li>• Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Good to excellent ability to analyse and explain political information, arguments and explanations.</li> <li>• Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<b>Level 2 (6-10 marks)</b>	<ul style="list-style-type: none"> <li>• Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Limited to sound ability to analyse and explain political information, arguments and explanations.</li> <li>• Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<b>Level 1 (0-5 marks)</b>	<ul style="list-style-type: none"> <li>• Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• Very poor to weak ability to analyse and explain political</li> </ul>

	<p>information, arguments and explanations.</p> <ul style="list-style-type: none"><li>• Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li></ul>
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6

To what extent are international courts and tribunals effective in upholding human rights?

**Indicative content**

Human Rights are rights which people are entitled to by virtue of being human. There are a number of international courts and tribunals which have attempted to uphold human rights.

Many of the international law institutions are criticised for having a western or Eurocentric bias, based on values and legal traditions of the west. These values and traditions are based on ideas of human rights which are questioned and sometimes rejected in parts of the Muslim World and elsewhere. There is a lack of a global consensus and a view that the major legal institutions are not only based on western views but structurally dominated by western states. There is a perception that western states use double standards and are selective in the application of International Law in defence of human rights.

There are numerous examples both that international courts and tribunals have and haven't been effective in upholding human rights. The actions of the International Criminal Court and of the special tribunals for Yugoslavia, Rwanda etc could be discussed with reference to numerous cases. There are also many examples of cases where there has been a failure to protect human rights which may include discussion of extraordinary rendition, Guantanamo Bay and Abu Ghraib as well as more recent examples. Sovereignty remains a central obstacle to the protection of human rights.

Some discussion could take place over the measurement of effectiveness.

Effectiveness may be measured in numerous ways, including acting as a deterrent and in punishing those responsible for abuse.

<b>A01</b>	<b>Knowledge and understanding</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 2 (5-8 marks)</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 1 (0-4 marks)</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>A02</b>	<b>Intellectual skills</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations
<b>Level 2 (5-8 marks)</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations
<b>Level 1 (0-4 marks)</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
<b>A02</b>	<b>Synoptic skills</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent knowledge ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
<b>Level 2 (5-8 marks)</b>	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
<b>Level 1 (0-4 marks)</b>	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



<b>A03</b>	<b>Communication and coherence</b>
<b>Level 3 (7-9 marks)</b>	Good to excellent knowledge ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<b>Level 2 (4-6 marks)</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<b>Level 1 (0-3 marks)</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

7	‘Conflict between Islam and the West is unavoidable’ Discuss
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**Indicative content**

The Samuel Huntingdon ‘clash of civilizations’ thesis is central to debate regarding the likelihood of conflict between Islam and the West. The decline of the West and the resurgence of Islam could make tension more likely. The rise of political Islam, 9/11 and the ongoing ‘war on terror’ provide additional catalysts for tension and clashes. There is a view that Islamic values are incompatible with the liberal democratic West. The perception that Globalization represents and supports western cultural imperialism may lead to a siege mentality in certain areas of the Islamic world.

Political Islam is considered by some to be intrinsically anti-western and committed to removal of western values from the Muslim world. There is a view that fundamentalist ideas and doctrines inevitably lead to a clash with the west which is manifested most dramatically in terrorist attacks. Many in the Islamic world consider western actions in Iraq and Afghanistan as acts of aggression and resent the continued support from certain western states for the Israeli state at the expense of the Palestinians. There is a perception that the West operates double standards in the way that it deals with different civilizational groups in global politics. There are a series of potential flashpoints between Islam and the West over areas such as Human Rights, global governance, weapons of mass destruction and the role of the individual in society.

A more optimistic view of the relationship between Islam and the West could be based on the idea of complex interdependence. Growing interdependence is evident in areas such as tackling global warming, halting nuclear proliferation, promoting economic growth and prosperity etc. Globalization is central to the idea of this complex interdependence. A move towards global governance is also considered to be a positive step towards ensuring that tension between Islam and the West is reduced as is a belief that the recognition of liberal democracy as ‘the final form of human government’ – Fukuyama, may reduce the likelihood of conflict.

<b>A01</b>	<b>Knowledge and understanding</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 2 (5-8 marks)</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 1 (0-4 marks)</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>A02</b>	<b>Intellectual skills</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations
<b>Level 2 (5-8 marks)</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations
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<b>A02</b>	<b>Synoptic skills</b>
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<b>A03</b>	<b>Communication and coherence</b>
<b><i>Level 3</i></b> <b>(7-9 marks)</b>	Good to excellent knowledge ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<b><i>Level 2</i></b> <b>(4-6 marks)</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<b><i>Level 1</i></b> <b>(0-3 marks)</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

8	'International conferences on climate change are doomed to disappoint.' Discuss.
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**Indicative content**

International cooperation over climate change is difficult to achieve for numerous reasons. One of the primary obstacles to progress is the age old conflict between the collective good and selfish national interests which is apparent in the 'tragedy of the commons' scenario- Garrett Hardin. In addition, there are ideological and economic obstacles to achieving progress. Tensions between developed and developing states adds to the difficulty in moving forwards.

The lack of a significant actor in global politics, able to enforce action or to police promises, makes progress very difficult. States disagree over the extent of the problem, the historic and current responsibility for climate change and on the best way to respond. There is a perception that the most significant global summits to tackle climate change have failed. The USA refused to ratify the Kyoto Protocol in 1997 and the 2009 UN Climate Change Conference was criticized roundly for the lack of detail in areas such as the proposal to provide funds through which developed countries would support developing countries in reducing emissions.

On a more positive note, climate change has dominated the global agenda since the early 1990s. There is a growing agreement that climate change is happening and that humans are responsible for global warming. There is an acceptance that global warming is connected to industrial development in the developed world initially and that the consequences are likely to be serious.

Any progress in responding to global climate change should be applauded given the difficulty in bringing sovereign states together. The 1997 Kyoto climate change agreement set binding targets for a limiting or reduction in greenhouse gas emissions by 2012. The intention was to reduce emissions in the developed world to at least 5.2 per cent below 1990 levels. Kyoto also introduced inventive mechanisms for reducing emissions such as the emissions trading scheme. The Copenhagen Accord set out a range of objectives and mechanisms for reducing emissions including a \$100 billion a year fund from developed countries to help developing countries. A particularly positive sign was the involvement of the US in negotiations and a US proposal to cut its emissions by 4 per cent on 1990 levels by 2020.

<b>A01</b>	<b>Knowledge and understanding</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
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## SUMMARY A2 MARKING GRIDS

*These grids should be used in conjunction with the fuller Level descriptors.*

### PART A - SHORT QUESTIONS (15 marks)

<b>Level 3</b>	Excellent	15
	Very good	13-14
	Good	11-12
<b>Level 2</b>	Sound	10
	Basic	8-9
	Limited	6-7
<b>Level 1</b>	Weak	4-5
	Poor	2-3
	Very poor	0-1

### PART B – ESSAY QUESTIONS (45 marks)

<b>A01 / A02 / Synopticity</b>	
<b>Level 3</b> (Good to excellent)	9-12
<b>Level 2</b> (Limited to sound)	5-8
<b>Level 1</b> (Very poor to weak)	0-4

<b>A03</b>	
<b>Level 3</b> (good to excellent)	7-9
<b>Level 2</b> (Limited to sound)	4-6
<b>Level 1</b> (Very poor to weak)	0-3



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