

# Mark Scheme (Results)

## Summer 2007

GCE

GCE Government and Politics (6503) 01

**Government & Politics – 6503**  
**Unit 4D International Politics June 2007**

AO1    AO2    AO3

**1. How effective is international law ?**

6            10        4

**Indicative Content**

International Law is usually defined as the rules that govern the conduct of states in their relations with one another. Therefore, by creating rules for peaceful interaction, interstate cooperation is encouraged. Neo liberals aim to promote institutions such as the World Court, which promote political control of international conflict. However, even they would admit that there is no universal international law, no global sovereign, nor any effective enforcement mechanism which is accepted by all, and therefore, war continues to break out. Candidates should assess the ability of international law to bring order to international relations in an otherwise anarchical international system.

Advanced answers will also discuss the relative success of international law, particularly in areas such as shipping, postal services and trade, and that most of the time sovereign states do abide by international law.

**In making judgements consider the following:**

- Knowledge and understanding of the role of international law. (AO1)
- Knowledge and understanding of international institutions which attempt to apply international law (ICJ, ICC etc). (AO1)
- Analysis of the extent to which international law is effective in its role. (AO2)

**Level Three Descriptor (13–20 marks)**

A high level of skill demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a clearly structured manner, making appropriate use of political vocabulary and an excellent standard of written communication.

Candidates will give a clear definition and will discuss the ability of international law to promote order and prevent disorder in international politics. Answers must show balanced understanding.

**Level Two Descriptor (7–12 marks)**

A sound ability demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a structured manner, making some use of political vocabulary and a reasonable level of written communication.

**Level One Descriptor (0–6 marks)**

A limited level of skill demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a less structured manner, making occasional use of political vocabulary and a basic level of written communication.

AO    AO2    AO3  
1

## **2. On what grounds has the expansion of the EU been criticised?**

10

4

6

### **Indicative Content**

A key theme of the Treaty of Rome was the process of 'ever closer union'. However, since 1957 membership of the European 'club' has increased from 6 states to 27. Many consider that 'widening' of the EU occurs at the expense of 'deepening'. Thus the main problem associated with expansion lies in the governance of the EU itself. Given that many areas of policy making, including defence and taxation, require unanimity. That is any one member state can veto an EU resolution. With the greatly expanded EU it is much more difficult to achieve unanimity, and so proposals tend to be watered down or rejected altogether. Failure to truly reform the Common Agricultural Policy is evidence of the problem. However, federalists may argue that expansion actually increases the need for decisions to be made through Qualified Majority voting. The supposedly doomed EU Constitution was an attempt to streamline decision making, to cope with the larger Union.

Good answers will also discuss the problems of financing the expansion and the consequent reduction in regional aid received by existing peripheral states such as Ireland and Portugal. Better answers will also discuss a number of problems such as the former Communist states adapting to the single market, as well as corruption, crime and migration.

### **In making judgements consider the following:**

- Knowledge and understanding of EU expansion (AO1)
- Knowledge of a range of criticisms of EU expansion (AO1)
- Analysis of the criticisms of EU expansion (AO2)

### **Level Three Descriptor (13–20 marks)**

A high level of skill demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a clearly structured manner, making appropriate use of political vocabulary and an excellent standard of written communication.

### **Level Two Descriptor (7–12 marks)**

A sound ability demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a structured manner, making some use of political vocabulary and a reasonable level of written communication.

### **Level One Descriptor (0–6 marks)**

A limited level of skill demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a less structured manner, making occasional use of political vocabulary and a basic level of written communication.

**3. Explain the key differences and similarities between colonialism and neo-colonialism.**

AO1	AO2	AO3
6	10	4

**Indicative Content**

Colonialism is a form of imperialism. A militarily more powerful state would invade a foreign territory and establish a ruling group which would maintain rule over a subordinate native population. Colonialism is usually associated with European powers such as Britain, France, Portugal and Spain which established colonies to serve the needs of the 'mother country'. They involved political and legal domination, economic exploitation, and racial and cultural inequality. Inequality and exploitation are themes which also apply to neo-colonialism, which describes the continued domination of the former colonies by the Global North. Many regard the relationship between the Global South and the North as still being one of Dependency. The South is dependent on the North for foreign direct investment, manufactured goods, skills and technology, and developing countries are forced to sell primary products such as coffee, cocoa and copper at prices which do not reflect their true value. International aid is given in order to obtain political concessions and financial institutions from the North provide highly conditional loans or use debt to force states to open their economies to trade and multinational firms.

**In making judgements consider the following:**

- Knowledge and understanding of colonialism (AO1)
- Knowledge of the criticisms of neo-colonialism (AO1)
- Analysis of the differences and similarities of the terms (AO2)

**Level Three Descriptor (13–20 marks)**

A high level of skill demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a clearly structured manner, making appropriate use of political vocabulary and an excellent standard of written communication.

**Level Two Descriptor (7–12 marks)**

A sound ability demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a structured manner, making some use of political vocabulary and a reasonable level of written communication.

**Level One Descriptor (0–6 marks)**

A limited level of skill demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a less structured manner, making occasional use of political vocabulary and a basic level of written communication.

#### **4. How effective is the IMF in promoting global prosperity?**

##### **Indicative Content**

The IMF was set up at Bretton Woods in 1944 alongside its sister organisation The World Bank. The IMF's main function is to help maintain exchange rate stability by giving short term loans to nations with balance of payments difficulties, caused by trade deficits or debt repayments, for example. These loans enable recipient nations to meet debt repayments or to buy their own currency and so raise demand for their currency and stabilise their exchange rate. Many believed that WW2 was partially a result of the Great Depression and corresponding inflation and trade problems. The IMF would promote global prosperity and peace by providing much needed monetary stability.

Candidates should discuss the record of the IMF in promoting global prosperity. The IMF has been widely criticised, and particularly by the anti-globalization movement, for the dominance of the Global North in the wealth-weighted IMF voting system, and for conditionality. Conditionality violates state sovereignty, it maintains dependency, it often harms the economies of LDCs, damages living standards, and conditions often destabilise governments. Defenders of the IMF declare that since the rich nations provide the funding for the IMF they should have a significant influence in how the money is used, otherwise they would not be willing to provide funds. Conditionality is defended by those that believe bad governance and a lack of economic discipline causes economic hardship and LDCs must adopt sound economic management.

##### **In making judgements consider the following:**

- Knowledge and understanding of the aims of the IMF (AO1)
- Knowledge of impact of the IMF (AO1)
- Analysis of the extent to which the IMF has been effective in promoting global prosperity (AO2)

##### **Level Three Descriptor (13–20 marks)**

A high level of skill demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a clearly structured manner, making appropriate use of political vocabulary and an excellent standard of written communication.

##### **Level Two Descriptor (7–12 marks)**

A sound ability demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a structured manner, making some use of political vocabulary and a reasonable level of written communication.

##### **Level One Descriptor (0–6 marks)**

A limited level of skill demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a less structured manner, making occasional use of political vocabulary and a basic level of written communication.

## **5. To what extent is the EU an example of supranationalism?**

### **Indicative Content**

Supranationalism refers to decision-making bodies which override the sovereign authority of individual member states. Arguably, not even the signatories to the Treaty of Rome, nor the governments of those states that subsequently have joined the European Union, could have understood the significance of the three words "ever closer union" which were almost hidden in the rhetoric of the Treaty. Yet, step-by-step, and more recently by great leaps of faith Europe has moved towards political integration and "ever closer union". Of course there has been a continuous game of tug-of-war between those that have pushed to proceed at a greater pace, and those that have sought to retain power with the nation-state.

Yet Europe is no longer a continent of independent states. The EU bears some similarities with a supranational organisation. The 13 members of the Euro zone not only have the same currency but, with it, the economic control of common finance policies and interest rates which are determined by the European Central Bank (ECB). Furthermore, the EU can make some binding decisions without the need for approval from every member state. The European Court of Justice in Luxembourg judges cases involving EU governments, it interprets EU law for national courts and its decisions are binding. Therefore, the EU has an authority which is higher than individual states.

However, despite the above examples, "pooled sovereignty" more accurately describes the nature of the EU. The most important decisions are still made in the Council of Ministers, whose states are dominant, and most important decisions require ratification by member states, if they are to be implemented. That is, decisions made by ministers of the member states also have to be scrutinised and accepted by national governments, before they can be introduced. Therefore, sovereignty ultimately still rests with the nation-state.

Evidence that the EU is increasingly supranational and some sovereignty has been pooled, is given by the introduction of majority decision-making. In order to speed up decision-making and to make the whole process more efficient, member states have given up their right to veto in some areas. The "empty chair" crisis of the late 1960s when France refused to send a minister to EC meetings, and the similar policy adopted by Major's government when the UK was upset at the ban on beef exports. Are examples of the possible frustration of the requirement for unanimity. There is little doubt that the EU<sub>27</sub> will either prove that the EU needs to be supranational, or that the EU must be a looser union of member states.

### **In making judgements consider the following:**

- Knowledge of supranationalist aspects of the EU (AO1)
- Knowledge of intergovernmental aspects of the EU (AO1)
- Analysis of the extent to which the EU is a supranational body (AO2)

### **Level Three Descriptor (39–60 marks)**

A high level of skill demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a clearly structured manner, making appropriate use of political vocabulary and an excellent standard of written communication.

### **Level Two Descriptor (21–38 marks)**

A sound ability demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a structured manner, making some use of political vocabulary and a reasonable level of written communication.

### **Level One Descriptor (0–20 marks)**

A limited level of skill demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a less structured manner, making occasional use of political vocabulary and a basic level of written communication.

## **6. Discuss the extent to which order in the international system is dependent upon different forms of polarity.**

### ***Indicative Content***

Polarity in the international system revolves around the distribution of power. Clearly, the distribution of power will have a considerable impact on global order. However it is rather simplistic to argue that a bipolar international system is inherently more stable because the 2 dominant powers will create a balance of power. Indeed, the intense rivalry of the superpowers almost led to nuclear war, most notably during the Cuban missile crisis. Nevertheless, the bipolar Cold War period was relatively stable as both superpowers were fearful of provoking the other into MAD, and both were eager to police their own spheres of influence.

Some analysts argue that a multipolar system is stable since temporary alliances are formed between great powers to prevent an aggressive power from entering into conflict. Thus major wars are avoided by the existence of a balance of power. However, skillful leaders such as Bismarck were able to manipulate the system and isolate states before engaging in war against them. Thus multipolarity in itself is no guarantor of global order. It depends on the willingness of the major powers to establish order either through military means or through political structures such as the United Nations or World Court.

Unipolarity, where international relations are dominated by a single state, could also bring order to the international system. Again, this depends on the willingness of the only superpower to police the international system, together with the willingness of other states and non-state actors to accept the superpower as global policeman. Candidates should discuss the feasibility of this in the modern era.

Strong candidates may conclude that no form of polarity is inherently stable or unstable, or they may conclude that some forms are more stable than others. They may also suggest that the initial years of any period are relatively unstable as states test the system.

### **In making judgements consider the following:**

- Knowledge of multipolarity, bipolarity and unipolarity(AO1)
- Knowledge and understanding of order and the international system(AO1)
- Analysis of strengths and weaknesses of each form of polarity and their impact on global order (AO2)

### **Level Three Descriptor (39–60 marks)**

A high level of skill demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a clearly structured manner, making appropriate use of political vocabulary and an excellent standard of written communication.

### **Level Two Descriptor (21–38 marks)**

A sound ability demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a structured manner, making some use of political vocabulary and a reasonable level of written communication.

### **Level One Descriptor (0–20 marks)**

A limited level of skill demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a less structured manner, making occasional use of political vocabulary and a basic level of written communication.

## 7. 'The UN is an ineffective peacekeeper.' Discuss.

### ***Indicative Content***

One of the primary purposes of the United Nations is the maintenance of international peace and security. Since its creation, the United Nations has often been called upon to prevent disputes from escalating into war, to persuade opposing parties to use the conference table rather than force of arms, or to help restore peace when conflict does break out. Over the decades, the United Nations has helped to end numerous conflicts, often through actions of the Security Council - the primary organ for dealing with issues of international peace and security.

During the 1990s, there were major changes in the patterns of conflict with more than 90 per cent of conflicts taking place within, rather than between, states. The United Nations therefore reshaped and enhanced the range of instruments at its command, emphasizing conflict prevention, continually adapting peacekeeping operations, involving regional organizations, and strengthening post-conflict peace-building. To deal with civil conflicts, the Security Council authorized peacekeeping operations; in El Salvador and Guatemala, in Cambodia and in Mozambique, the UN played a major role in ending war and fostering reconciliation. Other conflicts, however, such as in Somalia, Rwanda and the former Yugoslavia were often characterised by ethnic violence, and brought new challenges to the UN peacemaking role. Indeed the limited UN mandate for peacekeeping and the reluctance of nation states to volunteer troops to take part in missions where peace would have to be imposed rather than merely supervised, ensured that the UN was not effective in preventing humanitarian disasters.

Candidates should discuss the strengths and weaknesses in UN peacekeeping, and assess the extent to which the UN requires further powers if it is to effectively impose peace. Recent conflicts, such as in Darfur, Congo, East Timor, Sierra Leone, Rwanda or Bosnia should be discussed.

### **In making judgements consider the following:**

- Knowledge of the UN peacekeeping role (AO1)
- Knowledge and understanding of UN strengths and successful operations (AO1)
- Analysis of the extent to which the UN has been an ineffective peacekeeper (AO2)

### **Level Three Descriptor (39–60 marks)**

A high level of skill demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a clearly structured manner, making appropriate use of political vocabulary and an excellent standard of written communication.

### **Level Two Descriptor (21–38 marks)**

A sound ability demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a structured manner, making some use of political vocabulary and a reasonable level of written communication.

### **Level One Descriptor (0–20 marks)**

A limited level of skill demonstrated in analysis, interpretation and evaluation; arguments and explanations expressed in a less structured manner, making occasional use of political vocabulary and a basic level of written communication.



## Unit 4 Marking Grid

Levels	Performance Criteria	1-4 20 marks	5-7 60 marks
3	Excellent	17-20	51-60
	Very good	15-16	45-50
	Good	13-14	39-44
2	Sound	11-12	33-38
	Basic	9-10	27-32
	Limited	7-8	21-26
1	Weak	5-6	15-20
	Poor	3-4	9-14
	Very poor	0-2	0-8

## Unit 5

Levels	Performance Criteria	1-4 20 marks	5-7 60 marks
3	Excellent	17-20	51-60
	Very good	15-16	45-50
	Good	13-14	39-44
2	Sound	11-12	33-38
	Basic	9-10	27-32
	Limited	7-8	21-26
1	Weak	5-6	15-20
	Poor	3-4	9-14
	Very poor	0-2	0-8

## Unit 6

Levels	Performance Criteria	Essay 50 marks
3	Excellent	43-50
	Very good	38-42
	Good	33-37
2	Sound	28-32
	Basic	23-27
	Limited	18-22
1	Weak	13-17
	Poor	8-12
	Very poor	0-7

