

Mark Scheme (Results)
Summer 2013

GCE Government and Politics 6GP04 4D
Global Political Issues

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1	Assess the effectiveness of international law in upholding human rights?
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Indicative content

- International Law is the law that governs states and other international actors. States are willing to accept and obey international law when it benefits them in their attempts to avoid disorder, to avoid punishment and isolation and when they are willing to accept international norms.
- International law is a controversial area in the relationship between states with some states arguing that it is a tool of the major powers to further their own position and their own version of human rights.
- The effectiveness of international law in upholding human rights can be assessed by considering whether international law is being accepted by states and whether it is being implemented.
- There are numerous examples which could be used which would include the actions of the International Criminal Court and the International tribunals.

Threshold performance

Level 2

- Likely to be some attempt at a definition of key term/s, even if limited and likely to be two areas of discussion with a limited explanation

Level 3

- Likely to be a clearer definition or explanation of the key term/s and likely to be three areas of discussion, clearly explained, with 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.

2	What is the significance of religion as a cause of conflict in the modern world.
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Indicative content

- The Huntington 'clash of civilizations' thesis implies that religion, the central defining characteristic' of civilisations, is the cause of conflict.
- There are numerous examples of conflicts between groups or nations from different religions but religion may be simply one of the causes rather than the central or sole cause of conflict.
- Traditional, non religious causes of conflict could be investigated.
- There are numerous examples of groups from different religious backgrounds apparently peacefully coexisting.

Threshold performance

Level 2

- Likely to be tow points, with a limited explanation and some use of example.

Level 3

- Likely to be a t least three clearly explained points, with a good explanation and wider range 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.

3	Explain the main factors that prevent states from cooperating over climate change.
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Indicative content

- Whilst there is now a general acceptance of the need to cooperate over climate change, there remain numerous obstacles to effective action in order to make progress.
- The main issues would include the age old conflict between the collective good and national interests, particularly when the initial consequences of climate change are more serious for some states than for others. Climate change can be seen as a classic example of the ‘tragedy of the commons’.
- There is a clear tension between developed and developing states which causes problems in international summits such as Kyoto and Copenhagen.
- There is also a significant disagreement over how climate change should be tackled with tension between those who believe in radical rather than reform actions.

Threshold performance

Level 2

- Likely to be at least a limited explanation of two areas/issues which make cooperation difficult.

Level 3

- Likely to be a good explanation of the term/issue and likely to be a clear explanation of three areas/issues which make cooperation difficult, possibly with reference to issues specifically raised at a conference such as Kyoto.

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.

4

Why is the idea of universal human rights controversial?

Indicative content

- Human rights are rights to which people are entitled by virtue of being human. Human rights are universal in the sense that they supposedly belong to all humans rather than to members of any particular country, religion, race, gender or other group.
- Realists have argued that the doctrine of universal human rights should not guide state policy because states should prioritise the well-being of their own citizens over others, their primary concern being to pursue the national interest.
- The doctrine of human rights has been criticised as being culturally biased, reflecting an essentially western, liberal model of human nature that emphasises rights and entitlements over obligations and social belonging.
- Some Muslim thinkers believe that human well-being is divinely ordained, and some Asian politicians champion the notion of 'Asian values'.
- There is a view that 'universal human rights' are used by western powers to justify humanitarian intervention for selfish interests.

Threshold performance

Level 2

- Likely to be some attempt at a definition even if limited and likely to be two reasons/controversial elements with a limited explanation.

Level 3

- Likely to be a clear definition or explanation of the central term and likely to be three clearly explained reasons/controversial elements possibly with 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.

5	Explain the key differences between colonialism and neo-colonialism
Indicative content	
<ul style="list-style-type: none"> • Colonialism is the practice of establishing control over foreign territory and turning it into a colony as a form of imperialism. Colonialism tends to be associated with the historic examples of the western powers, particularly between the 15th and 19th centuries with key targets being Africa, Asia and South America. Colonialism involved military and political dominance with open and overt actions. • Neo-colonialism involves economic domination with a less open and more covert dominance without direct political control, as, for example in so-called US dollar imperialism. The weapons employed in neo-colonialism may be structural dominance in key international financial institutions such as the IMF, WTO and World Bank, control of market philosophy, use of multinational companies etc. • It is possible to argue that the dominant global powers have maintained control over the lesser powers with a shift from colonialism to a more subtle variant of neo-colonialism. <p>Threshold performance</p> <p>Level 2</p> <ul style="list-style-type: none"> • Likely to be some attempt at a definition/explanation of the key terms even if limited and likely to be two factors identified and explained even if in a limited way, or one in more detail. <p>Level 3</p> <ul style="list-style-type: none"> • Likely to be a clear definition or explanation of the central terms and likely to be three differences identified and explained reasonably clearly with examples or two explained in detail. 	

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.

Indicative content

- Terrorism involves violent acts which are intended to create fear (terror), are perpetrated for a religious, political or, ideological goal; and deliberately target or disregard the safety of non-combatants (civilians). Global terrorism is terrorism that has a global reach, particularly as demonstrated by the 9/11 attacks on the USA. The significance of global terrorism as a threat to order and security has been the subject of considerable debate. Those who see it in this light advance a number of arguments, including the following:
- The 9/11 attacks demonstrated how the world's most powerful state, in military as well as economic terms, can be vulnerable to external attack when it is no longer vulnerable to conventional attacks by rival states.
- The terrorist threat is enhanced by the suggestion that terrorist networks may be attempting to acquire and use weapons of mass destruction coupled with the fact that the threat of global terrorism is so great because it requires few resources and can be carried out by small groups or even lone individuals. Increased global flows of peoples, ideas and information also make global terrorism particularly difficult to contain or prevent.
- The actions of recent terror groups have provoked a response from the major powers, the United States in particular, which may make a global 'clash of civilizations' more likely.
- Those who suggest that terrorism isn't a significant threat to global security would argue that:
- The scale of death caused by terrorism is minimal when compared to deaths caused by other global issues such as famine, disease or environmental degradation. Although 3,000 people died in the 9/11 attacks, this is very small by comparison with the scale of death that has occurred as a result of conventional warfare.
- Terrorism, by its nature, consists of a series of sporadic attacks on a variety of targets, and is very different from the concerted, sustained and systematic destruction that is wreaked by mass warfare conducted between states. Terrorism, in itself, cannot overthrow a government, unlike revolution and inter-state war.
- Terrorism is a long standing and historic problem which states have always had to contend with.

Threshold performance

Level 2

- Likely to be an attempt at a definition/explanation of key term and likelihood of at least two limited arguments on each side of the debate with some examples.

Level 3

- Likely to be a clear definition/explanation of key term and likelihood of three well developed arguments on each side of the debate with 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 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
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

AO3	Communication and coherence
<i>Level 3</i> (7-9 marks)	Good to excellent knowledge ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

7

To what extent does the environment remain a prominent global issue?

Indicative content

- The environment appears to have become a serious and significant issue in recent years as states are more willing to recognize the potential consequences of failing to tackle environmental degradation. Global warming, in particular, has been at the top of agenda of environmental problems since the early 1990s. The weight of scientific evidence now appears to have swung behind an acceptance that serious environmental degradation is taking place and that the results of this will be far reaching.
- A series of global conferences have taken place in order to attempt to develop a common and united reaction to environmental decline from Rio in 1992 to Kyoto in 1997 and Copenhagen in 2009.
- The creation of the International Panel on Climate Change is a further sign that states are willing and eager to see global institutions attempting to resolve this emerging problem.
- There are numerous counter arguments which suggest that the environment hasn't become a serious and significant global issue.
- Whilst there have been a number of global initiatives relating to environmental concerns , meaningful progress has been slow to emerge. Several concerns have been raised about the value of agreements made in the major summits.
- The divide between developed and developing states over responsibility for environmental decline has manifested itself in arguments relating to how to measure states responsibility for current decline and who should shoulder the responsibility and economic impact of dealing with future problems.
- Global recession, nuclear proliferation and other issues often seem to take a higher place on the global agenda than the environment.

Threshold performance

Level 2

- Likelihood of at least a limited explanation of the central issue and a limited study of two arguments on each side of the debate, possibly with examples.

Level 3

- Likelihood of a clear explanation of the central issue and likelihood of at least three well developed arguments on each side of the debate with 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 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
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

AO3	Communication and coherence
<i>Level 3</i> (7-9 marks)	Good to excellent knowledge ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

8

'The poverty of the South is a consequence of the policies and actions of the North' Discuss.

Indicative content

- The Brandt Reports in the early 1980s popularized the concept of a North-South divide. The North South divide is a simplistic description of the rich poor divide which can be measured in a number of different ways. It fails to take into account the differing levels of development that have taken place within the South.
- If a North South divide, based on levels of wealth, is accepted then there are a number of views as to why this divide exists, one of which is that the poverty of the South is a consequence of the policies and actions of the North.
- There is a view that poverty in the South is based on global North dominance of military, political and structural power. There is plenty of evidence that the major powers have structural dominance in bodies such as the IMF, WTO and W. Bank and that the economic philosophy of the world is based on western free market liberal philosophy which may benefit global North rather than the South.
- Multinational companies are often seen as a tool of global North dominance along with manipulation of international law and institutions.
- There is an alternative view based on the idea that poverty in the South is caused by other factors such as environmental issues, conflict, overpopulation, corruption, debt etc and that global South should shoulder some, if not all, of the responsibility for its own weakness.
- There is also a view that, far from being hampered by the free market philosophy of the major western powers, global South has suffered from a reluctance to accept the ideas of the Washington Consensus and that growth will take place as this is rectified. Examples of rapidly developing economies would be used here.

Threshold performance

Level 2

- Likelihood of at least a limited explanation of the central issue and likelihood of at least a limited study of two arguments on each side of the debate, possibly with examples.

Level 3

- Likelihood of a clear explanation of the central issue and likelihood of at least three well developed arguments on each side of the debate with examples.

A01	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
<i>Level 3</i> (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
<i>Level 2</i> (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
<i>Level 1</i> (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations

A02	Synoptic skills
<i>Level 3</i> (9-12 marks)	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
<i>Level 2</i> (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
<i>Level 1</i> (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
<i>Level 3</i> (7-9 marks)	Good to excellent knowledge ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (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>AO1 / AO2 / 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>AO3</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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