

# Markscheme

**May 2017**

**Global politics**















**Higher level and standard level**













**Paper 1**


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The following are the annotations available to use when marking responses.

Annotation	Explanation	Associated shortcut
	CKS - Clear Knowledge Shown	Alt+0
CON	CON - Contradiction	
	Cross - Incorrect point	Alt+1
	DES - Descriptive	
	DET - Relevant detail	
	DEV - Development	
	EE - Effective evaluation	Alt+2
	GA - Good Analysis	Alt+3
	GEXA - Good Example	
GP	GP - Good Point	
GSEv	GSEv - Good Source Evaluation	Alt+4
	H Wavy - Wavy underline tool	
	Highlight - Highlight tool	
	IR - Irrelevant	
	LNK - Good linkage	Alt+5
	NAQ - Not Answered Question	
	NExa - No Examples	

	Not Relevant - Vertical wavy line	
NSEv	NSEv - No Source Evaluation	Alt+6
	On Page Comment - On page comment tool	
PU	PU - Point Unfinished	
	Repeat - Repetition	
RQ	RQ - Repeats question	
	SEEN_Small - Seen	
	TCE - Theory is clearly explained	
	TNCE - Theory is Not Clearly Explained	
	Tick Colourable	Alt+7
	TV - Too vague	
	U - Understanding	
UA	UA - Unfinished answer	
	UR - Unbalanced Response	Alt+8
	VL - Very limited	
	WARG - Well argued	Alt+9

You **must** make sure you have looked at all pages. Please put the  annotation on any blank page, to indicate that you have seen it.

## Unit 1 Power, sovereignty and international relations

Bulleted lists in this markscheme indicate likely points that candidates may include in their answer: they are not exhaustive, and examiners should credit other valid points not listed.

### Global governance

1. **With reference to Source A, identify *three* ways in which non-state actors can influence global politics.** [3]

*Answers may include:*

- Non-state actors can help empower individuals and groups and provide opportunities for action. From the photo, it can be deduced that those represented are (1) from indigenous communities; (2) include many young people; and (3) are demonstrating in a non-standard way, in a non-standard place
- Non-state actors often address important global and regional issues in a direct and locally based way. The fact that the individuals in the photo are standing in the ocean brings home the importance of water. Candidates might add that unusual demonstrations of this type may become more mainstream in future
- Non-state actors can help to raise awareness through organized campaigning and publicity *eg* social media coverage (*eg* powerful visual images of the effects of climate change)
- Non-state actors can specifically help people who might not otherwise have much of a voice in politics (*eg* indigenous communities, young people, *etc*)
- Non-state actors can encourage cooperation between states (*eg* this example demonstrates 14 Pacific island nations working together)
- Non-state actors can “fight” issues but in non-violent ways (*eg* they can put pressure on local, national and international leaders and opinion makers, so influencing domestic policies).

Other relevant points related to *the ways* non-state actors influence global politics can also be rewarded.

Award [1] for each relevant point up to a maximum of [3].

2. **Using Source C and one example you have studied, explain the reasons why international cooperation may be problematic for some states.** [4]

*Answers may include, but are not limited to:*

- the difficulty of reconciling domestic and international pressures
- fears of lack of competitiveness if emission controls are adopted
- fear of being constrained by international law
- unwillingness to commit to targets that they were unlikely to meet, or that were perceived as unrealistic, leading to fears of damage to state reputation if targets not met
- domestic political obligations (eg requirement for Senate ratification)
- states' leadership may not be motivated to cooperate.

Other relevant points not listed should also be rewarded.

Candidates are not expected to make four separate points in order to achieve full marks. For each valid explained point a maximum of [2] may be awarded, up to a total of [4]. If there is no reference to another example studied, award a maximum of [3].

**3. Contrast what Source B and Source D reveal about international cooperation on global issues. [8]**

*Potential points of contrast:*

- The UN is represented as working in Source B, but as “paralysed” in Source D
- Source B is generally optimistic whereas Source D is generally more pessimistic: Source B focuses on the overcoming of difficulties, and the possibility of co-operation, whereas Source D has a more negative view of institutions and highlights a lack of success in attempts at collective action
- The influence of larger states (eg the USA and China) comes across more clearly in Source D than in Source B
- Source B focuses on the role of leadership (“key meetings of world leaders”), whereas Source D lays bare the failures of global leadership
- Source B focuses on the actions of states, whereas Source D also refers to other actors (eg NGOs)
- Source B focuses on the issue of climate change, whereas Source D refers to other global political issues, such as poverty and inequality
- Source D focuses on the logistical difficulties of co-operation (eg increased costs), whereas Source B identifies some ways in which these difficulties have been overcome.

Do not expect all of the above, and allow other valid points. Award **[2]** per effective point of contrast up to a maximum of **[8]**.

For a response which focuses significantly on one source with only minimal reference to the other source, award a maximum of **[5]**. For responses that discuss the sources separately, rather than in a running contrast, award a maximum **[6]**.

4. **“The challenge of addressing complex global issues is changing the relationships of power among actors in global politics.” With reference to Sources A to D and your own knowledge, to what extent do you agree with this claim? [10]**

*Question 4 is assessed according to the mark bands that follow, in conjunction with these marking notes.*

*Source material may include, but is not limited to:*

**Source A**

- Non-state groups can encourage cooperation between different states and actors, so increasing their power by working together (eg the collective action of the 14 Pacific Island nations)
- Climate change can radically impact on countries (eg by physically destroying low lying island nations) but previously these smaller less powerful states may not have had a voice in global politics which membership of the UN, and the rise of global media have given them.

**Source B**

- The seriousness of issues such as climate change has obliged states to co-operate.
- The importance given to international agreement on climate change shows that states are still the most powerful actors in global politics
- The urgency and global nature of issues such as climate change has forced increased co-operation and diplomatic efforts
- The United Nations Framework Convention on Climate Change (UNFCCC) is an unusual example of democratic co-operation where every country is represented and has an equal say.

**Source C**

- Issues of state power were key to the agreements referred to, suggesting that states remain the most important actors in global politics
- The source highlights the impact and power of individual leaders such as US presidents
- An increased need for cooperation is evident, eg between the US and China
- A new international framework has been agreed that will create a less binding and more flexible negotiating environment (freedom from international law).

**Source D**

- International cooperation is very problematic and difficult; there are increasingly more states and more actors involved and more extensive and intensive issues to solve
- The source cites numerous examples of failure to solve new global issues, by the UN in particular. Effective governance is now more important than ever in tackling issues, yet institutions are rarely able to make progress
- NGOs are often unable to impact meaningfully on institutions; they struggle to convert popular campaigns into institutional change
- National and regional preoccupations (such as the future of the Euro) continue to divert attention from co-operation on global issues.



*Own knowledge could include, but is not limited to:*

- The world is increasingly interdependent and complex; even the issues themselves are often highly interrelated (eg migration and climate change). More incentive to cooperate, but also more risk to states (realist perspective)
- Social media has increased our awareness of how interconnected we are. NGOs are now more important and can shame states into action
- Importance of other types of power rather than just military power (eg soft power)
- More actors involved / more diverse groups involved, eg those that are directly affected by the effects of global warming.
- States remain the most powerful actors in global politics due to their financial and military resources.
- The ability of non-state actors to successfully address complex global issues can be limited by the national interests of states.

Do not expect all of the above, and reward other relevant points and/or examples not listed.

If only source material or only own knowledge is used, the response can only be awarded a maximum of **[6]**.

To achieve the maximum **[10]**, responses must refer to all four sources.

**Markbands for question 4**

The aim is to find the descriptor that conveys most accurately the level attained by the student, using the best-fit model. The mark awarded should be one that most fairly reflects the balance of achievement against the descriptor. It is not necessary for every single aspect of a level descriptor to be met for that mark to be awarded.

Marks	Level descriptor
0	<ul style="list-style-type: none"> <li>• The work does not reach a standard described by the descriptors below.</li> </ul>
1–2	<ul style="list-style-type: none"> <li>• There is a very limited understanding of the demands of the question.</li> <li>• There is little relevant knowledge.</li> <li>• The response is mostly descriptive and may contain unsupported generalizations.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• There is limited understanding of the demands of the question, or the question is only partially addressed.</li> <li>• Some knowledge is demonstrated, but this is not always relevant or accurate, and may not be used appropriately or effectively.</li> <li>• Counterclaims, or different views on the question, are not identified.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• The response shows an understanding of the demands of the question.</li> <li>• Knowledge is mostly accurate and relevant, and there is some limited synthesis of own knowledge and source material.</li> <li>• Counterclaims, or different views on the question, are implicitly identified but are not explored.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• The response is focused and shows a good understanding of the demands of the question.</li> <li>• Relevant and accurate knowledge is demonstrated, there is a synthesis of own knowledge and source material, and appropriate examples are used.</li> <li>• Counterclaims, or different views on the question, are explored.</li> </ul>
9–10	<ul style="list-style-type: none"> <li>• The response is clearly focused and shows a high degree of understanding of the demands of the question.</li> <li>• Relevant and accurate knowledge is demonstrated, there is effective synthesis of own knowledge and source material, with appropriate examples integrated.</li> <li>• Counterclaims, or different views on the question, are explored and evaluated.</li> </ul>