

# Mark Scheme (Results)

January 2012

GCE Government & Politics 6GP04 4D  
GLOBAL POLITICAL ISSUES

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<b>No. 1</b>	<b>Explain why the term terrorism is controversial and contested.</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Terrorism is usually taken to refer to attempts to further political ends by using violence to create a climate of fear, apprehension and uncertainty, through acts such as bombings, assassinations, hostage seizures and plane hijacks. Terrorist violence is typically high profile, consciousness shocking and seemingly arbitrary, and, conventionally, it is carried out by non-state actors.</p> <p>The term terrorism has been considered controversial for a number of reasons:</p> <ul style="list-style-type: none"> <li>• It carries deeply pejorative implications, meaning that the term tends to be used as a political weapon, implying that the group or action to which it is attached is immoral and illegitimate (one person’s terrorist can therefore be another’s freedom fighter).</li> <li>• As all forms of violence generate fear and apprehension, the use of the term may be arbitrary.</li> <li>• As terrorism is often portrayed as an anti-government activity, carried out by non-state groups, critical theorists have argued that the term has been used to systematically de-legitimise such groups and their motives, thereby upholding the existing power structure at a national or global level.</li> <li>• Radical theorists reject the intrinsic link between terrorism and non-state actors, placing greater emphasis on so-called ‘state terrorism’.</li> </ul>	
<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 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>

<b>No. 2</b>	<b>Explain the advantages and disadvantages of cancelling debt in the developing world.</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Writing-off developing world debt is usually justified on the grounds that debt entrenches poverty and global inequality. In particular, due to a combination of debt and poor economic performance, many developing-world states found that they were channelling more and more money into their escalating debt repayments at the expense of building schools and hospitals, investing in the economic infrastructure and helping to alleviate poverty. Moreover, the developing world's level of indebtedness has been seen as a manifestation of unfairness, linked either to the pursuit of profit by Northern banks or to conditions that accompany loans designed to facilitate the workings of global capitalism rather than address the needs of the world's poor.</p> <p>Debt relief may nevertheless have disadvantages. These include the instability that writing-off debt may cause to the world's financial system. An additional concern is that writing-off debt sends a very dangerous message to poorer countries about the need to uphold financial disciplines. Apart from anything else, there is no assurance that if money is not being spent paying off debt that it will be put to more economically and socially worthwhile uses.</p>	
<b>LEVELS</b>	<b>DESCRIPTORS</b>
<b>Level 3</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>Level 2</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>
<b>Level 1</b>  <b>(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 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>

<b>No. 3</b>	<b>In what sense is the environment a 'global' issue, and why is this significant?</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>The environment is often viewed as the archetypal example of a global issue in at least two sense. First, environmental processes are no respecters of national borders, and therefore have an intrinsically transnational character. States are thus peculiarly environmentally vulnerable to the activities that take place in other state. Second, some environmental issues, notable climate change, have worldwide implications, affecting, albeit in different ways and to different degrees, all counties and all peoples.</p> <p>The chief implication of the transnational character of environmental issues is that they cannot be addressed by states acting alone. Meaningful progress on environmental issues therefore often only be made at the international or even global level. As global issues require global solutions, environmental issues place a particular emphasis on international cooperation. This, then, creates tension between national self-interest and the common good.</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 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>

<b>No. 4</b>	<b>Explain the tensions between human rights and state sovereignty.</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Human rights are the rights to which people are supposedly entitled by virtue of being human. These rights are universal, fundamental, indivisible and absolute. Tensions exist between human rights and state sovereignty because the former has cosmopolitan implications that conflict with the latter. Human rights imply that there are standards of conduct that should apply in all countries and in all parts of the world, regardless of nationality, religion, ethnicity and so forth. State sovereignty, by contrast, implies that each state should be regarded as an independent and autonomous entity, solely responsible for determining the conditions of life within their borders. States' rights therefore conflict with human rights, a tension that is particularly evident in the case of humanitarian intervention which may be carried out in furtherance of human rights but amounts to a violation of state sovereignty.</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 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>

<b>No. 5</b>	<b>Distinguish between the 'orthodox' view of development and the 'alternative' view of development.</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>The 'orthodox', or economic liberal, view of development understands poverty squarely in economic terms and implies that development can be equated with economic growth, an increase in GDP. The central mechanism, from this perspective, for promoting growth is a free-market system, with under-development being explained in terms of blockages that prevent the establishment of market capitalism.</p> <p>The 'alternative' view of development tends to reflect the ideas of the global South. It adopts a humanistic view of poverty, based on opportunity and empowerment, rather than an economic model. It also tends to stress factors such as self-reliance, ecological balance (sustainable development), social and cultural inclusion and the recognition that global poverty has a structural character, stemming, in part, from disparities in the international trading system.</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 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>

<b>No. 6</b>	<b>'Effective international action over the environment will always be blocked by disagreement between developed and developing countries.'</b> Discuss.
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Effective international action over the environment has often been difficult to bring about, as the example of climate change clearly indicates. One of the key problems underpinning lack of progress is disagreement between developed and developing countries. This occurs for at least three reasons. First, developing countries tend to believe that many environmental problems are essentially caused by developed states, being linked to a process of industrialisation that has continued for over 200 years. Second, developing countries are generally unwilling to take action over the environment that then blocks their 'right to development'. On the grounds of social justice they should be treated differently from developed countries. Third, as most of the world's population lives in developing countries, they tend to argue that the responsibility for tackling environmental problems should take account of population size. Clearly, this is resisted by less populated, developed countries.</p> <p>However, there is a growing recognition that environmental problems are global and so do not merely threaten developed or developing countries or particular parts of the world more than others. This is leading to a growing consensus that countries, developed and developing, should all shoulder a responsibility for tackling environmental problems, not least because a growing proportion of the world's emissions and pollution is being generated by developing countries rather than developed ones.</p>	
<b>AO1</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

<b>No. 7</b>	<b>To what extent is humanitarian intervention an abandoned project?</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Humanitarian intervention refers to forcible intervention in the affairs of another state motivated by humanitarian considerations. Many argue that the vogue for humanitarian intervention was confined for the 1990s and that it is now, effectively, an abandoned project. This is based on the belief that humanitarian intervention occurred because of highly exceptional international circumstances during the 1990s, linked to the emergence of the USA as the sole superpower and a temporary willingness of other major powers, notably Russia and China to accept US leadership over such matters. By the early 2000s, the global balance of power had changed in such a way as to make it more difficult to get UNSC support for humanitarian intervention. As important has been the difficulties associated with many humanitarian interventions, and the difficulty, highlighted by Iraq and Afghanistan, of achieving political or humanitarian goals through intervention in a context of insurrection and civil strife.</p> <p>However, others argue that there has been a permanent shift in terms of the responsibilities of the international community, which now extend to intervening, albeit selectively, in order to prevent large scale atrocities or violations of human rights. Although humanitarian interventions have declined in frequency, they have still continued, if only because of the impact of non-interventions, such as in Bosnia and Rwanda.</p>	
<b>AO1</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
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<b>Level 3 (7-9 marks)</b>	Good to excellent knowledge ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
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<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

<b>No. 8</b>	<b>'Nuclear weapons are of symbolic importance only.' Discuss.</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>The idea that nuclear weapons are of symbolic importance only suggests that states seek to acquire such weapons for the status they bring rather than because of their political efficacy. Such a view is supported by the fact that apart from Hiroshima and Nagasaki, nuclear weapons have never been used in warfare, and threats to use them have been extremely rare. This is linked to the fact that it is commonly believed that nuclear weapons are beyond the pale in moral terms, not only having a unique status in terms of their potential level of destruction but also making them, probably, useless as offensive weapons.</p> <p>However, nuclear weapons may have political efficacy in at least respects. First, regardless of their value as offensive weapons, nuclear weapons have an indisputable defensive significance in deterring attacks on nuclear powers. Nuclear weapons, for example, helped to ensure that the Cold War remained 'cold', and the possession of nuclear weapons by states such as North Korea helps to explain why intervention against such regimes is almost unthinkable. Second, new generations of 'battlefield', or 'tactical', nuclear weapons may be usable in a way that traditional, strategic nuclear weapons were not. Potentially, they could therefore be instruments of offensive warfare. The chances of this are greater when nuclear weapons may fall into the hands of rogue states or terrorist groups, which may have fewer scruples about their use compared with national governments.</p>	
<b>AO1</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
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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><i>A01 / A02 / Synopticity</i></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><i>A03</i></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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