

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCE in

Government and Politics (6GP03)

Unit 3D: Structures of Global Politics

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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.

No. 1	How and why are regionalism and globalisation linked?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<ul style="list-style-type: none"> • Regionalism is the theory or practice of coordinating activities within a geographical region comprising a number of states. • Regionalism, like globalisation can take many forms, including economic (regional trade blocs), security (military alliances) and cultural. • Some have argued that globalisation is merely regionalism and that the growth of regional bodies such as the EU refutes the notion of globalisation. • Others argue that the growth of regionalism is a response to and an aspect of globalisation. That is, many nations have formed or joined regional organisations in response to globalisation and its threat to the nation-state. <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Likely to be some attempt at a definition even if limited and an example • Likely to be an explanation of the general link between regionalism and globalisation <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Likely to be a clearer definition or explanation of the central terms • Likely to be a good explanation of the link between regionalism and globalisation 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> <i>(0-5 marks)</i></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.
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No. 2	Explain the main types of power in global politics.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<ul style="list-style-type: none"> • Structural power has been defined as ‘the power to decide how things shall be done, the power to shape frameworks within which states relate to one another’. • Soft power is the ability to persuade other actors to follow or agree to norms that produce the desired behaviour. • Hard power is the ability to influence through use of threats or rewards. • Military power is the traditional factor in defining the strength of a state but has, arguably, become less significant. • There are other forms of power which include economic influence and even population size/market strength. • Power can be organised and distributed in global politics through great powers, superpowers and others in periods of multipolarity, bipolarity and unipolarity. <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Likely to be some attempt at a definition/explanation of power in general • Likely to be discussion of at least two measurements of power though limited <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Likely to be a clear definition or explanation of the central term • Likely to be three clearly explained measurements with good examples 	
LEVELS	
Level 3 (11-15 marks)	<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> <i>(6-10 marks)</i></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> <i>(0-5 marks)</i></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.

<p>No. 3</p>	<p>Assess the main criticisms that are made of NATO.</p>
<p>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</p>	
<ul style="list-style-type: none"> • The North Atlantic Treaty Organisation (NATO) was created in 1949 to safeguard the freedom and security of its members through collective security- Article 5 of the NATO charter makes it clear that an attack on one member would be considered an attack on all members. • The primary purpose of NATO was to protect, during the Cold War, against the threat posed by the Soviet Union – ‘to keep the Russians out, the Americans in, and the Germans down’. • The main criticisms to be assessed are that it is no longer relevant with the end of the Cold War and that it is confrontational where Russia and China are concerned. • There is a suggestion that it has become a tool of certain states to pursue their own interests and that it may even undermine the United Nations. <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Likely to be a limited explanation of the organisation • Likely to be two criticisms identified with limited discussion and explanation <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Likely to be a clear explanation of the organisation • Likely to be three or more criticisms with a good level of explanation of each, likely to include examples. 	
<p>LEVELS</p>	<p>DESCRIPTORS</p>
<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> <i>(6-10 marks)</i></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> <i>(0-5 marks)</i></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.

No. 4	Distinguish between economic globalisation and political globalisation.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<ul style="list-style-type: none"> • Political globalisation refers to the growing importance of international organisations, which assert influence within an international area. There are a number of bodies which can be used to illustrate political globalisation. • Economic globalisation refers to the process whereby all national economies have, to a greater or lesser extent, been absorbed into an interlocking global economy. There are numerous regional and global bodies which can be used to illustrate economic globalisation. • Political globalisation is often linked to economic globalisation and there are numerous examples of international organisations which can be used as examples of the phenomenon. <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Likely to be some attempt at definitions of both terms, even if limited • Likely to be explanations of both terms with limited use of examples <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Likely to be a clear definition and explanation of both terms • Likely to distinguish between the two terms through a use of numerous clear examples 	
LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	<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.

No. 5	Explain why Euro-federalism is controversial.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<ul style="list-style-type: none"> • Federalism refers to legal and political structures that distribute power between two distinct levels of government, neither of which is subordinate to the other. The USA, Switzerland and Canada serve as examples at state level but Euro-federalism suggests that the same arrangement is possible at a regional level. • Controversy can relate to a view that federalism is unsuitable and unrealistic at a regional level. • Euro-federalism raises issues relating to Intergovernmentalism and Supranationalism within the EU. • There has been controversy between EU member states, political parties and individuals over the concept of Euro-federalism, the impact on traditional state sovereignty, the EU institutions and the future direction of the EU. • Controversy has been enhanced with EU enlargement, variable geometry and economic difficulties. <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Likely to be some attempt at a definition/explanation of the key term, even if limited • Likely to be two factors identified and explained even if in a limited way or a more detailed focus on one <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Likely to be a clearer definition or explanation of the central term • Likely to be three factors identified and explained clearly and with examples or a clearer focus on two. 	
LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	<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.

No. 6

To what extent has China become a superpower?

Indicative content (*this is not an exhaustive account of relevant points*)

- Superpower was a term first used by William Fox to indicate a power that is greater than a traditional 'great power'. Superpowers possessed great power 'plus great mobility of power'.
- The view that China has become a superpower is primarily based on the remarkable economic growth of China since the 1980s which has seen China develop, by 2010, the world's second largest economy. Year on year double digit annual economic growth gives an indication of this development. Global recession may have slowed this growth but China is still performing at a remarkable level.
- Alongside economic growth has come increased military expenditure and a more confident assertion of foreign policy position and objectives.
- China has emerged as a world player with increasing involvement in international summits, conferences and structures.
- Chinese growth may also be overstated. Economic growth has been rapid but may not be sustainable.
- Structural power still doesn't rival that of the US. China still has a significant gap on US military power.
- It is well worth considering the extent to which China is mobilizing power globally and the extent to which the term is appropriate in the existing polar system.

A threshold Level 2 response will typically exhibit the following features:

- **Likely to be an attempt at a definition /explanation of key term**
- **Likelihood of some criteria for consideration being presented**
- **Likelihood of at least a limited debate over at least two areas – for example global reach, economic, military, structural power.**
- **Likelihood of at least a limited structure to the response**

A threshold Level 3 response will typically exhibit the following features:

- **Likely to be a developed explanation/definition of the key term**
- **Likelihood of full collection of criteria being evaluated**
- **Likelihood of a good debate over a wide number of areas with clear examples**
- **A good structure to the response**

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 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

A03	Communication and coherence
<i>Level 3</i> (7-9 marks)	Good to excellent 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

No. 7

'Nation- states are no longer the most significant actors in global politics' Discuss.

Indicative content (*this is not an exhaustive account of relevant points*)

- The conventional approach to world politics is state centric, traced back to the Peace of Westphalia 1648.
- It is now more difficult to treat states as the only significant actors on the world stage.
- There are a number of threats to the historic power of the nation state.
- Globalisation, in its numerous forms, is considered to be a significant threat to the nation state.
- Transnational corporations, non-governmental organisations and a number of other non-state bodies now exert varying degrees of influence.
- International organisations and the move towards regionalism are considered to be threats to the historic significance of states. Supranationalism is considered to be a particularly strong threat to state sovereignty
- Realists tend to see states as the fundamental building blocks of the system whilst Liberals tend to favour a mixed actor model where states are simply one of many actors. They tend to view globalisation as a central weakener of state sovereignty and significance.
- Whilst there are now a number of actors on the world stage, states may remain the most significant. Non state actors struggle to match the significance of states.
- Supranationalism is rare in comparison to Intergovernmentalism.
- International organisations tend to recognise states as the central units of global politics and it is states that meet to make decisions in summits and conferences.
- Citizen loyalty tends to remain with states, fired by nationalist tendencies in many states.

A threshold Level 2 response will typically exhibit the following features:

- **Likelihood of at least a limited explanation of the possible demise of the significance of states with a limited use of examples**
- **Likelihood of at least a limited argument that states are still the most significant actors with a limited use of examples**
- **Likelihood of at least a limited structure to the response with at least two clear areas of discussion**

A threshold Level 3 response will typically exhibit the following features:

- **Likelihood of at least a good explanation of the possible demise of the significance of states with a good use of examples**
- **Likelihood of at least a good argument that states are still the most significant actors with a good use of examples**
- **Likelihood of a good structure to the response with at least three clear areas of discussion**

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 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

A03	Communication and coherence
<i>Level 3</i> (7-9 marks)	Good to excellent 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

No. 8

To what extent is the United Nations an effective organisation?

Indicative content (*this is not an exhaustive account of relevant points*)

The United Nations was formed in 1945 with a number of aims which included :

To 'save succeeding generations from the scourge of war'

To 'reaffirm faith in fundamental human rights'

To 'promote social progress and better standards of living'

To uphold a respect for international law

- The organisation has received a great deal of criticism and discussion. It is possible to explore the lack of reform to the Security Council in particular and the perceived failure of the organisation to deal with crisis such as Iraq and Syria.
- The ability of alternative actors to take action to deal with global issues in a more rapid and determined way, such as NATO and other regional bodies, may weaken the United Nations and alter the perception that it is an effective organisation in global politics.
- There are numerous examples of significant issues in global politics being resolved away from the United Nations and there are certainly frustrations at the perceived inability of the UN to deal with global issues such as global warming and nuclear proliferation.
- Counter argument may focus on the lack of any global alternative to the United Nations which is still able to bring the vast majority of states together for diplomacy.
- The UN still commands a degree of respect and states are keen to act in accordance with the support of the UN. States are keen to gain UN legitimacy in their actions and to avoid condemnation by the UN.
- It is important to note that the original aims of the United Nations are still relevant but that it has also developed new concerns and purpose in the decades since it was formed. Evidence of this transformation can be found in the actions of UN bodies or bodies affiliated to the United Nations such as the International Atomic Energy Agency and the Intergovernmental Panel on Climate Change.

A threshold Level 2 response will typically exhibit the following features:

- **Likelihood of at least a limited explanation of the aims and possibly origins of the United Nations**
- **Likelihood of at least three areas of United Nations effectiveness or ineffectiveness being discussed with limited examples**
- **Likelihood of at least a limited structure to the response**

A threshold Level 3 response will typically exhibit the following features:

- **Likelihood of at least a good explanation of the aims and possibly origins of the United Nations**
- **Likelihood of at least four areas of United Nations effectiveness or ineffectiveness being discussed with good examples**
- **Likelihood of at least a good structure to the response**

AO1	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
AO2	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 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 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