

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCE in Government
and Politics (6GP04)
Unit 4D: Global Political Issues

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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.

1	Why have human rights become more important in global politics?
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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.
- Globalisation and the 'CNN effect' has increased awareness of abuses worldwide in places like Egypt and Syria.
- There are a growing number of tribunals and agencies dedicated to protecting or highlighting abuses.
- Human rights abuses have been used as a justification for controversial interventionism in recent years and debate over when and when not to intervene.
- The 'war on terror' has raised debate over human rights.

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

- **Likely to be a limited attempt at a definition or explanation of the central term**
- **Likely to be either one well developed reason or reference to and limited description of two reasons**

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

- **Likely to be a good definition or explanation of the central term**
- **Likely to be three well developed reasons with examples**

LEVELS	DESCRIPTORS
<p>Level 3 (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>Level 2 (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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2	What is the North South divide, and is it still relevant?
Indicative content	
<ul style="list-style-type: none"> • The North-South divide is an idea that was popularised through the so-called Brandt Reports of 1980 and 1983. It suggested that the world is divided into a 'global North' and a 'global South', based on the tendency for industrial development to be concentrated in the northern hemisphere, and for poverty and disadvantage to be concentrated in the southern hemisphere, although the terms are essentially conceptual rather than geographical. • The North-South divide explains global poverty in terms of the structural relationship between the North and the South. In particular, it draws attention to the way in which aid, developing-world debt and the practices of TNCs help to perpetuate inequality between the high-wage, high-investment industrialised North and the low-wage, low-investment, predominantly rural South. The prosperity of the North has therefore been achieved at the expense of the South, the two being bound together through asymmetrical interdependency. • Some question the relevance of the term by drawing attention to the growing influence of the South, or at least certain members of it and to significant divides within the South and even within the North. • Alternative models have emerged such as the Core/Peripheral model. <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 term, even if limited • Likely to be limited evidence, possibly one sided, relating to the debate <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Likely to be a good definition/explanation of the central term • Likely to be a good level of evidence and discussion explaining both cases or views- Alternatively a convincing one sided response 	
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>Level 2 (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>Level 1 (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	Distinguish, using examples, between mitigation and adaptation as strategies for dealing with climate change.
Indicative content	
<ul style="list-style-type: none"> • The task of dealing with climate change is notoriously difficult and there is controversy over how best to tackle climate change. • Mitigation involves moderating or reducing the impact of something; in particular reducing greenhouse gases in order to limit climate change. • Mitigation strategies include a shift from coal to gas or wider use of nuclear power. Further strategies include greater fuel efficiency, use of renewable and a shift from road transport. • Adaptation involves changing in the light of new circumstances; in particular, learning to live with climate change. • Adaptation strategies include relocation of settlements in areas at risk from climate change such as coastal regions, improved sea walls and improved land management. <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Likely to be a limited definition or explanation of both terms and an example • Some explanation of the difference between the terms will be explored <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Likely to be a good set of definitions and explanation of both terms with examples • Likely to be a clear and developed explanation of the difference between the terms with clear examples used in support 	
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	Explain why there has been growing concern about the proliferation of nuclear weapons.
Indicative content	
<ul style="list-style-type: none"> • Nuclear proliferation is the spread of nuclear weapons, either by their acquisition by more states (horizontal proliferation), or by their accumulation by established nuclear states. • Horizontal proliferation since the end of the Cold War suggests that the Nuclear Non-Proliferation Treaty is failing and that the bipolar balance based on Mutual Assured Destruction has broken down. • Concern has increased because of the nature of those states or actors trying to acquire nuclear weapons. This includes terrorist groups and states with what are perceived to be dictatorial governments involved in regional rivalries • The chances of nuclear weapons being used increases as more states have them. <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 definition or explanation of the central term, even if limited • Likely to be at least two limited explanations as to why there is growing concern <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 or definition of the central term • Likely to be at least three well developed explanations supported by 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.

5	Why does humanitarian intervention occur in some cases, but not in others?
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Indicative content

- Humanitarian intervention is military intervention that is carried out in pursuit of humanitarian rather than strategic objectives
- The 1990s are sometimes seen as a golden age of humanitarian intervention, linked to the end of the Cold War. There may be systemic reasons behind intervention in some cases but not in others.
- The interests of the most significant global powers may impact on the likelihood of intervention in different circumstances. This leads to accusations of double standards. Intervention tends to require support from the major powers
- It is generally accepted that the United Nations Security Council is the most appropriate body for the authorisation of intervention. The Security Council appears more united in agreeing intervention in some cases rather than others.
- Additional factors may include a desire to provide regional stability in some cases and a raised profile in certain cases. Chances of success may limit involvement in areas such as Tibet and Chechnya and the extent to which the major powers are already committed in areas such as Iraq and Afghanistan can reduce likelihood of intervention elsewhere.

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

- **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**

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

- **Likely to be a clear definition or explanation of the central term**
- **Likely to be three factors identified and explained clearly and 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.

Indicative content

- The idea of a 'clash of civilisations' suggests that twenty-first century global order will be characterised by growing tension and conflict between rival cultures or civilisations, as opposed to the political, ideological or economic conflict of old. Supporters of the 'clash of civilisations' thesis have advanced a number of arguments. These include the following:
- There is undoubted evidence of the growing impact of culture and religion in world politics. This is evident in the rise of forms of ethnic nationalism and religious fundamentalism, particularly political Islam.
- Cultural conflict has in many ways been increasing, especially in the form of tension between Islam and the West. The advent of global terrorism and the 'war on terror' have both been seen as evidence of a 'clash of civilisations'. Conflict between Islam and the West is very different from the politico-ideological conflict during the Cold War period between the USA and the Soviet Union.
- Growing rivalry between the USA and China can be seen as an example of civilizational tension.

However, the idea of a 'clash of civilisations' has been criticised for a number of reasons.

These include the following:

- Civilisations are not homogeneous and unified entities. Rather they are complex and fragmented. Civilisations are simply not global actors; states, with their distinctive national interests, remain the key actors in global politics.
- There is significant evidence of cultural harmony and peaceful coexistence between different civilisations. Cultural difference by no means necessarily leads to conflict.
- Most wars and international conflicts take place between states from the same, not different, civilisations.
- Events such as the 'war on terror' and growing tensions between the USA and China, are better understood in terms of great power politics and the pursuit of national interests than they are in terms of a supposed 'clash of civilisations'.

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 at least a limited debate with a few examples on each side or a more one sided response with more examples**
- **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 a good debate with good examples on each side**
- **Likelihood of a good structure to the response**

AO1	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
AO2	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
AO2	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

'Participation in an open and globalised economy conquers poverty and brings prosperity to all.' Discuss.

Indicative content

Participation in an open and globalised economy can be argued to bring a number of benefits including growing prosperity and a reduction or removal of poverty. There is a great deal of debate as to whether these perceived benefits are universal or not.

The argument in support of the statement could include the following:

- An open and globalised economy stimulates all economies, including those of developing countries because it brings increased entrepreneurialism, inward investment, improved technology and access to foreign markets. Liberals argue that trade and market competition are the primary route to development in all societies.
- Developments in the global South suggest that many societies have benefited from an engagement with an open and globalised economy, notably examples include the Asian 'tiger' economies and the dramatic economic emergence of China and India. In such cases, increased growth and prosperity has been closely associated with taking advantage of export opportunities and inward investments that have been provided by globalisation. On the other hand, countries like North Korea, that have remained outside the global economy have suffered from widespread poverty and low growth.

An open and globalised economy has been seen to increase poverty for a number of reasons. These include the following:

- Globalisation is based on structural inequalities and injustices, notably ones in which 'core' developed states exploit dependent 'peripheral' states that are essentially used to produce primary goods. By its nature, globalisation therefore widens the gap between the North and the South, with sub-Saharan Africa being particularly disadvantaged.
- During the period of accelerated globalisation in the 1980s and 1990s, most evidence suggested a growth in between-country inequality, providing empirical evidence to support the notion that globalisation amounts to a form of neo-colonialism.

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

- **Likely to be an attempt at a definition/explanation of open and globalised economy**
- **Likelihood of at least a limited debate with a few examples on each side or a more one sided response with more examples**
- **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 fully developed explanation/definition of open and globalised economy**
- **Likelihood of a good debate with good examples on each side**
- **Likelihood of a good structure to the response**

AO1	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
AO2	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
AO2	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

To what extent has progress on environmental policies been blocked by conflict between developed and developing states?

Indicative content

- Global warming is a recent phenomenon but is arguably the most controversial environmental issue. Achieving concerted global action on climate change is complicated since the tradition within International Relations is state-centric, centred around concepts of state sovereignty and the belief that states pursue their national interest.
- Moreover, global environmental problems tend not to be caused by deliberate acts of national policy, but instead are the unintended side-effects of broader socio-economic processes. Non state actors such as firms are at least as important as states in that their activities will lead to environmental damage.
- Environmental pessimists argue that humans are causing global warming, particularly in the developed world, and that states are failing to co-operate, as is required, in order to tackle this issue. They argue that only very limited progress has been made in the key global conferences such as Kyoto and Copenhagen and that agreements are inadequate.
- There are significant disagreements over responsibility, historically, for environmental issues and responsibility for tackling these issues over the coming years. The most significant disagreements appear to be between the developed and the developing states. Disagreement continues over strategies to be adopted.

There are some signs of progress which provide a greater deal of optimism:

- Environmental optimists believe that there are signs that states are recognising the need for clear and concerted action to deal with environmental issues. Developed and developing states are putting aside their differences.
- Climate change has dominated the international agenda since the 1990s. There is now a consensus that climate change is happening and a framework for cooperation has been developing through new institutions and conferences. Concern over the impact of climate change has reached a level where states are more willing than ever to cooperate.

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

- **Likely to be an attempt at an explanation of the background to tension**
- **Likelihood of at least a limited debate with a few examples on each side or a more one sided response with more examples**
- **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 fully developed explanation of the background to tension with a number of perceived areas of tension identified**
- **Likelihood of a good debate with good examples on each side**
- **Likelihood of a good structure to the response**

AO1	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
AO2	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

AO2	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

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

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