

Mark Scheme (Results)  
Summer 2013

GCE Government and Politics 6GP03 3D  
Global Politics

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<b>No. 1</b>	<b>Explain the key reasons why state sovereignty may be considered an outdated concept.</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<ul style="list-style-type: none"><li>• State sovereignty refers to the capacity of the state to act independently and autonomously on the world stage. It implies that states are legally equal and that the territorial integrity and political independence of a state is inviolable. Arguably the significance of state sovereignty has been eroded by a number of developments which mean that state sovereignty is now an outdated concept.</li><li>• Globalisation has led to deeper levels of interdependence and interconnectedness that mean that state borders are increasingly porous and that sovereignty is eroded.</li><li>• The emergence of non-state actors, such as transnational corporations and non-governmental organisations, the creation of international judicial bodies such as the ICC, the trend in favour of regional and global governance and the growth of humanitarian intervention all appear to have eroded the significance of state sovereignty.</li></ul>	

LEVELS	DESCRIPTORS
<p><b><i>Level 3</i></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><i>Level 2</i></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><i>Level 1</i></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. 2</b>	<b>Assess the main criticisms of the Group of Eight (G8).</b>
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<ul style="list-style-type: none"> <li>• The G8 emerged with the inclusion of Russia in the G7 in 1997. The primary objective of G8 was to ensure the overall coordination of the system of global economic governance.</li> <li>• G8 has been a focus of anti-globalisation protests with criticism levelled at the perceived inability or unwillingness of G8 to deal, effectively, with poverty, inequality and climate change.</li> <li>• The shift in the world economy towards emerging economies has undermined the legitimacy of the organisation and the ability of the G8 to make meaningful decisions.</li> <li>• The emergence of the G20, which has been the key focus for dealing with the global financial crisis, seems to have further weakened the significance of G8.</li> </ul>	
<b>LEVELS</b>	<b>DESCRIPTORS</b>
<p><b><i>Level 3</i></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><i>Level 2</i></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><i>Level 1</i></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. 3</b>	<b>Explain why the current international system is considered to be a multipolar one.</b>
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**Indicative content (*this is not an exhaustive account of relevant points*)**

- Multipolarity refers to a state system in which there are three or more power centres. It is possible to argue a case for the existence of different types of polar systems based on a criteria which may include military, economic and structural power.
- Militarily there are a number of significant actors or poles which could include the United States, Russia, China and even nuclear powers such as the United Kingdom and France. There is a significant disparity in the military power of these states and the potential for true global reach which could be discussed.
- Economic discussion could focus on the growth of the BRIC states, regional bodies such as the EU and the strength of the US economy.
- Structural discussion could focus on institutions such as the UN Security Council, G8, G20 and the International Financial Institutions such as the IMF and World Bank.

LEVELS	DESCRIPTORS
<p><b><i>Level 3</i></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><i>Level 2</i></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><i>Level 1</i></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>

No. 4

**What is cultural globalisation, and explain why it is controversial?**

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

- Cultural globalisation is a term used to describe the process whereby information, commodities and images that have been produced in one part of the world enter a global flow that flattens out cultural differences between nations, regions and individuals. There is also a view that it can lead to polarisation and diversity through a backlash which fuels ethnic, religious or national movements.
- There is significant controversy as to whether it is a myth or reality with debate between hyperglobalisers, sceptics and transformationalists.
- There is controversy over the implication of globalisation for state sovereignty and even the extent to which cultural globalisation is actually taking place.
- Cultural globalisation may focus on the potential homogenisation which may be inevitable. Homogenisation may have a western bias which is clearly controversial.

LEVELS	DESCRIPTORS
<p><b><i>Level 3</i></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><i>Level 2</i></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><i>Level 1</i></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>Explain the main factors that foster regional integration and cooperation.</b>
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**Indicative content (*this is not an exhaustive account of relevant points*)**

- Regionalism is the theory or practice of coordinating social, economic or political activities within a geographical region comprising a number of states. Regional integration and cooperation take place for a number of reasons which include military, economic, political and cultural.
- There is a view that the most significant cause of integration and regionalism is as a response to globalisation with regional trade blocs developing in order to strengthen members position in the global market. This response may be brought about by both protectionist and competitive impulses.
- Regionalism may also be connected with a desire for greater security or for greater political influence.

LEVELS	DESCRIPTORS
<p><b><i>Level 3</i></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><i>Level 2</i></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><i>Level 1</i></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>

**No. 6**

**To what extent does contemporary world order tend towards anarchy and chaos?**

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

- Anarchical and chaotic reflects the traditional view of global politics and the idea that the state remains the highest authority in a society where there is a lack of global governance. The consequence of this anarchy is that states rely on self help and that war and conflict are inevitable.
- There are numerous examples which candidates could use to advance this case and to show that much of the world is embroiled in military-strategic conflict.
- A counter argument would revolve around the development of numerous factors which may include globalisation, complex interdependence, the community of states reacting to global issues and problems such as the environment and nuclear proliferation.
- Regionalism, the spread of international organizations, emergence of numerous global judicial bodies and human rights interventionism are amongst a number of additional factors which could be explored.

<b>AO1</b>	<b>Knowledge and understanding</b>
<b><i>Level 3</i></b> <b>(9-12 marks)</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b><i>Level 2</i></b> <b>(5-8 marks)</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b><i>Level 1</i></b> <b>(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 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 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

**No. 7**

**'The Bretton Woods system continues to provide stability for the world economy' Discuss**

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

- The key International Financial Institutions created at Bretton Woods were the International Monetary Fund (IMF), International Bank of Reconstruction and Development (IBRD) and General Agreement on Tariffs and Trade (GATT).
- There is a great deal of debate in regard the stability and order that these institutions may, or may not, have provided and an opportunity to use a wide range of examples.
- The Bretton Woods Institutions were created to avoid the economic instability of the interwar period with an attempt at ensuring stable exchange rates, free trade and a safety net for states with economic difficulties.
- There is a view that these institutions have been found wanting on numerous occasions such as the global financial crisis which started to show its effects in the 2007 global recession. It could be argued that the philosophy on which the Bretton Woods Institutions were founded and have operated has also been found wanting and that Western dominance of the institutions led to the creation of bodies which served the interests of the West rather than ensuring stability and order for all.
- Those who support the work of the IMF, World Bank and World Trade Organisation would argue that the world would be in a far weaker position without the guidance, economic support and intervention of these institutions which continue to provide a degree of effective economic global governance.

<b>AO1</b>	<b>Knowledge and understanding</b>
<b><i>Level 3</i></b> <b>(9-12 marks)</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b><i>Level 2</i></b> <b>(5-8 marks)</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b><i>Level 1</i></b> <b>(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 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 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. 8</b>	<b>To what extent has the EU been a model for regionalism elsewhere?</b>
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**Indicative content (*this is not an exhaustive account of relevant points*)**

- The European Union has served as the most advanced example worldwide of the process of regional integration but there are other examples of blocs which have existed for some time, such as ASEAN.
- It could be argued that there is no distinct model for regionalism given that there are a wide collection of regional bodies which range from regional economic blocs such as NAFTA and ASEAN to regional political blocs such as the African Union. The types of regional organisation range from loose and non-binding agreements amongst states to complex institutional arrangements, as found in the EU.
- There is a view that the transformation of the European Coal and Steel Community (Treaty 1951) to European Economic Community (Treaty 1957) to European Union (Treaty 1993), charts an inevitable movement from loose economic arrangement to more formal political agreement and that this is the course that other regional bodies will follow. Perhaps the European Union has been the regional body more able to respond to the onset of the process of globalisation and other regional bodies will inevitably follow the same course.
- It is possible to compare some of the features of the EU such as acceptance of pooled sovereignty, elements of supranationalism, single currency and establishment of the ECJ with developments in other regional bodies such as the African Union, NAFTA and ASEAN.

<b>A01</b>	<b>Knowledge and understanding</b>
<b><i>Level 3</i> (9-12 marks)</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b><i>Level 2</i> (5-8 marks)</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b><i>Level 1</i> (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 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
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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

## 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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