

2017 specification
first exams in 2019



A Level Edexcel Politics Exam Preparation Pack

Component 3B: Comparative Politics – Global Politics

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Teacher's Introduction

This resource offers a comprehensive guide to the A Level Edexcel Component 3B Comparative Politics – Global Politics. The example exam questions used within this pack, both in the exam skills questions and in the mini-mocks, have been selected in order to provide a well-balanced coverage of this topic.

How to use this resource

The pack is divided into three sections:

- **Part 1: Students' Introduction**

This gives students a basic overview of the course, explains the assessment objectives in student-friendly language and gives students an idea of what to expect in the exam.

- **Part 2: Deconstruct and Understand Each Exam Question**

Here we look at how to answer each type of exam question, breaking down each question and including tasks for students to become thoroughly familiar with each question type. This includes:

- What to expect: Guidance on timings, common question wording and advice on how to plan your time.
- Command words: This section breaks down what the key command words are in each question, and translates this for students, showing them exactly what they need to focus on in their answer.
- Assessment objectives and sample answers: This gives a sample question and explains what assessment objectives students need to hit to answer the exam question.
- Task: Comparing two answers: this compares two sample student answers written at different levels. Students must mark the answers and work out the common mistakes, or what a student did right, in each circumstance.
- Examiner's comments: Students then compare their own marking to our examiner-style comments to see how well they did.
- Task: Fixing an answer: students then take the low-mark question, improve upon an existing answer and try to raise it to a top-level grade.
- Working through a question: Students then put all their knowledge into practice, writing a response to a different sample question. Students are also provided with an example plan and writing frames to help steer them in the right direction.

- **Part 3: Mock Exam: Apply and Test Skills**

This section offers a mock-style paper allowing students to apply and practise their skills and to test and check their progress.

Mark schemes and full indicative content are provided for each question, so students can self- or peer-assess their answers.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

January 2021

Students' Introduction

Hello and welcome to the Exam Preparation Pack for Edexcel Politics Component 3B: Global Politics.

Aims of the Course

This course is designed to develop your understanding of global governance theories relating to global politics. By the end of the course you should be able to analyse global politics, and understand the strengths and weaknesses of different international institutions. The examination is designed to test your ability to engage with and dissect the similarities and differences between different approaches to global politics.

Politics, unlike most other subjects, changes all the time. Recent events may prompt you to ask questions about global politics recently can feel like an ever-changing landscape. This preparation pack will instruct you on the skills you need in order to tackle the questions that appear in the examination.

The Assessment Objectives

All Politics examinations are trying to test your ability to understand, analyse and evaluate government and politics. There are three main assessment objectives (known as AO1, AO2 and AO3) which all Politics examinations across all examination boards are designed to test. They may seem complicated, but this is really at the heart of learning and writing about politics. Without a detailed understanding of the assessment objectives, you could be missing out on marks you easily have got.

AO1: Knowledge. The first and most basic of all the assessment objectives is knowledge and understanding of politics.

This basically means knowing your facts about politics: knowing the political systems which govern the international system; the concepts and theories which define global politics; the debates and issues which define day-to-day politics at the global level.

AO2: Analysis. Analysing the knowledge presented as AO1: demonstrating how evidence relates to other evidence, and finding parallels, similarities and differences.

This means showing that you not only know things (AO1) but that you can demonstrate how they relate more generally to global governance.

AO3: Evaluation. The only way to get the highest marks in a Politics examination is to evaluate the evidence you have presented, making arguments and conclusions based on your analysis.

This refers to the construction of arguments and the ability to justify a conclusion. This measures your skills at making judgements.

These assessment objectives will be important throughout your preparation. You may think you know everything there is to know about politics, but if you ignore the assessment objectives, there is no hope of you getting the marks you deserve. Pay attention in particular to the assessment objectives and how they relate to the assessment objectives.

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Identifying Expectation

What to Expect in the Exam

The exam has three different types of questions: 12-mark comparison questions, theory questions, and 30-mark global politics essay questions. Let's take a look at each before going into more detail later.

Section A: Global Politics Comparison Questions: 12 marks

These questions will ask you to compare one aspect of global politics with another. We will go through strategies on how to tackle this later in the pack. You will be asked to answer just one of three.

The answers to these questions will be assessed based only on the AO1 and AO2 in this proportion:

AO1: 6 marks

AO2: 6 marks

Section B: Global Politics Comparative Theories Questions: 12 marks

These questions may look superficially similar to the comparison questions, but there is a key difference: you need to analyse the question using at least one of the comparative and liberal approaches to global politics give you a good foundation to start answering these questions. You will be given only one question, which you must answer.

The answers to these questions will be assessed based only on the AO1 and AO2 in this proportion:

AO1: 6 marks

AO2: 6 marks

Section C: Global Politics Essay Question: 30 marks

You will be given three questions and asked to answer two of them. These questions make up 60 out of the 84 marks in the exam. That means these two questions make up a massive proportion you need to keep in mind.

These questions always ask you about a theme of global politics, and you will be asked to put up the arguments in a balanced way on both sides.

Answers to these questions will be assessed based on AO1, AO2 and AO3 in this proportion:

AO1: 10 marks

AO2: 10 marks

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Section A: 12-mark Comparison

What to Expect in the Exam

The first question you will get in this exam is a comparative question. This is asked to compare two elements of global politics. These questions will always follow the specification. That means that they cover a broad range of topics, and you will need to use your own knowledge from across your study of global politics.

The question is worth only 12 marks, 6 for AO1 (Knowledge) and 6 for AO2 (Analysis). You are given two different questions and you only have to answer one.

Command Words

This is a typical 12-mark question:

Examine the factors that have led to the United States and China being described as superpowers.

The question requires you to 'examine' the United States and China. There is a specific command word in this question that you should try to recognise as they will often appear in 12-mark questions. It is also worth remembering these so you never get the 12-mark question and the 12-mark comparative theory question mixed up.

- 1) **Examine:** This is the AO2 trigger word. From reading this, you know you need to analyse the evidence you present when answering the question. The question is asking you to state facts about the United States and China, you also need to analyse them as superpowers.
- 2) **United States and China:** This indicates that the question wants you to compare them. Mentioning only one of the countries will severely limit your answer. Two aspects of global politics in the question may be nation states, international relations, just relevant concepts; however, you must cover and compare both in your answer.
- 3) **Factors:** This indicates that the question wants you to explain several reasons why the United States and China can be considered superpowers. It also indicates that the question wants you to make an argument. Instead of factors, the question may ask you to identify the strengths and weaknesses, solely criticisms of an institution or concept, in which case it wants you to make an argument. It may also ask you to judge the effectiveness of certain institutions. In this case making both sides of an argument is appropriate. For this reason, you should take note of this particular command word in order to understand what you need to do.

In the case of this question, you may be best off first identifying a quality that you think the United States and China fit such a description. For this question, you will want to identify any similarities and/or differences between the United States and China for each characteristic of a superpower that you identify.

There is no requirement for a conclusion (no AO3 marks) and you don't need to write as you would for a longer essay. A good answer will identify and explain the characteristics of the United States and China.

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Assessment Objectives and Sample Answers: Comparing

12-mark answers will be marked using only the AO1 and AO2 assessment makes up 6 of the 12 marks, and AO2 (Analysis) makes up the remaining 6 through the different levels of marks each answer can get. Let's look at two determine what marks you think they should get.

This is an example of the assessment objectives used to mark these answers will find a checklist so you can mark the answers yourself.

12-mark Comparison Questions		
Level	Mark	Description
No level	0	Student's response has no material worthy of a single mark.
Level 1	1-3	<ul style="list-style-type: none"> • AO1 – Students demonstrate surface knowledge and concepts surrounding global politics, with little support analysis or evaluation. Some relevant general points are made. • AO2 – Students show little or no reasoned comparison of concepts or theories, making simple links between them.
Level 2	4-6	<ul style="list-style-type: none"> • AO1 – Students demonstrate some knowledge and concepts surrounding global politics, which support analysis or evaluation. Some relevant general points are made. • AO2 – Students show some signs of comparative analysis of concepts and theories, making some relevant links between them.
Level 3	7-9	<ul style="list-style-type: none"> • AO1 – Students demonstrate accurate knowledge of theories and concepts surrounding global politics, which are used efficiently and is relevant to the broader analysis. Relevant general points are made. • AO2 – Students show mainly reasoned comparison of concepts and theories, making relevant links between them.
Level 4	10-12	<ul style="list-style-type: none"> • AO1 – Students demonstrate detailed and accurate understanding of theories and concepts surrounding global politics, which are used efficiently and effectively to relevantly support analysis or evaluation. Relevant general points are made. • AO2 – Students show consistently good, reasoned comparison of political concepts and theories, making multiple relevant links between material and concepts.

A reminder of our question again:

Examine the factors that have led to the United States and China being described as

Before you read these answers, try to think about how you would answer the question. You could write up an answer and then compare it to the two below.

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Answer 1

The United States is widely considered to be a global superpower for a number of reasons. One reason for this is because it has the largest military capacity of any country in the world. This is the case in terms of every branch of the military: the army, navy, air force, and so on. As well as this, it also has a significant number of military bases around the world, and far more than any other country. This means that it can project its power to any part of the world, giving it a global reach.

Another reason why the United States is considered a superpower is because of its largest and fastest-growing economy of any country in the world. This gives it considerable power in terms of resources, and it is being more prosperous than most other countries generally. It also means that countries around the world are reliant on the US economy to buy and sell goods and services. Because it is such a large economy, this reinforces its dominance and superpower status.

Finally, the United States has considerable soft power in the form of its culture and the media. Film and television from the United States have a global reach, and this influences how people feel about the country. This also reinforces the extent to which the US is a superpower, which furthers the United States' status as a superpower.

12-mark Comparison Checklist		
AO	Marks	Level description
AO1 Knowledge	6	Students demonstrate detailed and accurate knowledge of theories and concepts surrounding global politics, which is used efficiently and effectively to relevantly support analysis and evaluation. Relevant general points are made.
	4-5	Students demonstrate accurate knowledge and understanding of theories and concepts surrounding global politics. Knowledge is relevant to the broader analysis and evaluation. More general points are made.
	2-3	Students demonstrate some knowledge and understanding of theories and concepts surrounding global politics, which are sometimes used in analysis or evaluation. Some relevant general points are made.
	1	Students demonstrate surface knowledge and understanding of theories and concepts surrounding global politics, with little or no analysis or evaluation.
	0	No content worthy of marking.
AO2 Analysis	6	Students show consistently good, well-reasoned comparative analysis of concepts and theories, making multiple reasoned links between material and concepts.
	4-5	Students show a reasonably good, well-reasoned comparative analysis of concepts and theories, making relevant links between material and concepts.
	2-3	Students show some signs of comparatively analysing concepts and theories, making some relevant links between material and concepts.
	1	Students show little or no reasoned comparative analysis of concepts or theories, making simple links between material and concepts.
	0	No content worthy of marking.
Balance	If an answer does not make a comparison it cannot receive above 6 marks.	

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Answer 2

The United States and China can be considered superpowers due to their economies, which are much larger than those of any other countries. As remains substantially larger, China's economy is growing much more quickly and is expected to overtake the USA by 2030. In terms of other economies, only that of the USA is comparable; however, it is not generally considered a superpower as it is made up of different states and so is not a political union, as both the USA and the United States has the largest market for imports, while China has the largest market for exports, making both economies highly significant globally.

Another reason why both the USA and China are considered superpowers is the size of the countries. Between them, China and the USA make up more than a third of the world's population and over a quarter of the world's total land mass. They also have significant resources available to them, both in terms of labour and in terms of natural resources, which gives them a large advantage over other great powers.

Finally, a third reason why the USA and China are considered superpowers is their international and their strategic interests geopolitically. The United States has strategic relations with many states in the Middle East, for example, and countries such as Saudi Arabia and the Gulf nations see the USA as a protector in return for providing military support. Similarly, China's Belt and Road programme of mass investment across many Asian and African states is becoming more influential.

It can also be argued, however, that China is not a superpower as it does not have the same military capacity as the USA. This is clear from the fact that the USA has more on its military than the next six highest military budgets combined. Similarly, China does not have the same global military reach as the USA, nor does it compete with the number of military bases the USA possesses. Moreover, China has a more isolationist approach to military intervention than the USA. For these reasons, it is argued that China is not a superpower, but the USA is.

Try to highlight the knowledge points and the analysis points in these answers. On the next page, try to decide what levels and what marks you think the answers deserve and put it at the table and do not just give the marks based on which answer you think is better.

Think about how you would answer the question. Is there anything in the answers that you think is missing? Would you have included a different point or any evidence you think is missing?

After you have done this, take a look at the examiner's comments on these answers and compare them with your own.

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12-mark Comparison Checklist		
AO	Marks	Level description
AO1 Knowledge	6	Students demonstrate detailed and accurate knowledge of theories and concepts surrounding global politics, which is efficiently and effectively used to relevantly support analysis and evaluation. Relevant general points are made.
	4-5	Students demonstrate accurate knowledge and understanding of theories and concepts surrounding global politics. Knowledge is relevant to the broader analysis and evaluation. No general points are made.
	2-3	Students demonstrate some knowledge and understanding of theories and concepts surrounding global politics, which are sometimes used in analysis or evaluation. Some relevant general points are made.
	1	Students demonstrate a surface knowledge and understanding of theories and concepts surrounding global politics, with little or no analysis or evaluation.
	0	No content worthy of marking.
AO2 Analysis	6	Students show consistently good, reasoned comparative analysis of concepts and theories, making multiple reasoned links between material and concepts.
	4-5	Students show mainly reasoned comparative analysis of concepts and theories, making relevant links between material and concepts.
	2-3	Students show some signs of comparatively analysing concepts and theories, making some relevant links between material and concepts.
	1	Students show little or no reasoned comparative analysis of concepts or theories, making simple links between material and concepts.
	0	No content worthy of marking.
Balance	If an answer does not make a comparison it cannot receive above 6 marks.	

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Examiner's Comments

The examiner has looked at Answer 1 and Answer 2 and decided on their level. The examiner has also looked at the quality of these answers, but that does not mean that there are no errors in the answers. Areas of AO1 and AO2 content have been highlighted, with the examiner's comments.

Answer 1

AO1 in **bold** and AO2 with underlining.

The United States is widely considered to be a global superpower for a number of reasons. One reason for this is because it has the largest military capacity of any country in the world. This is the case in terms of every branch of the military: the army, navy, air force, and space force. As well as this, it also has a significant number of military bases around the world, and for more than any other country. This means that it can project its power in every part of the world, giving it a global reach.

Another reason why the United States is considered a superpower is because of its largest and fastest-growing economy of any country in the world. This gives it considerable power in terms of resources, as well as being more prosperous than most other countries generally. It also means that countries around the world are reliant on the US economy to buy and sell products because it is such a large economy. This gives the US economic dominance and superpower status.

Finally, the United States has considerable soft power in the form of its culture and the media. Film and television from the United States have a global reach, and this influences how people feel about the country. This also reinforces the extent to which the US is a superpower, which further cements its status as a superpower.

Examiner's Comments

This answer unfortunately fails to address factors relevant for both countries, such as China at all. This severely limits the marks the student can get regardless of the quality of the answer otherwise. The student does demonstrate some relevant knowledge in relation to the US economy; however, it is limited and includes factual errors, such as the claim that the US has the fastest-growing economy.

The answer is also limited in terms of its analysis. It fails to identify any other countries as superpowers, and so it generally struggles to explain why the USA merits its status as a superpower.

AO1: 2

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It can also be argued, however, that China is not a superpower as it lacks the same military capacity as the USA. This is clear from the fact that the USA has more on its military than the next six highest military budgets combined. Similarly, China does not have the same global military reach as the USA, nor does it compete with the number of military bases the USA possesses. Moreover, China has a more isolationist approach to military intervention than the USA. For these reasons, it can be argued that China is not a superpower, but the USA is.

This answer demonstrates good knowledge of global politics, confidently using accuracy. It also does a good job of comparing the United States and China in a gains AO2 marks for 11/15.

AO2: 3

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Task #1: Fixing an Answer

Now we have looked over the different ways in which this question could be understood, let's look at the ways in which the answers would be read by the examiner, and how we would change the answer.

How would you change Answer 2 to give it higher marks? Think about the evidence, analysis and structure. 12-mark comparative answers should also point. The evidence should all be factually accurate, detailed and relevant to the question and help to highlight the evidence.

How would you change this answer from an 8-mark answer to a 12-mark answer?

The United States and China can be considered superpowers due to the size of their economies, which are much larger than those of any other countries. Although China remains economically smaller, China's economy is growing much more quickly and is expected to overtake the USA by 2030. In terms of other economies, only that of the USA is comparable; however, it is not generally considered a superpower as it is made up of different states and so is not a political union like both the USA and China. The United States has the largest market for imports, while China has the largest market for exports, making both economies highly significant globally.

Another reason why both the USA and China are considered superpowers is the size of the countries. Between them, China and the USA make up nearly half of the world's population and over a third of the world's total land mass. This gives them significant resources available to them, both in terms of labour and infrastructure, as well as natural resources, which gives them a large advantage over other great powers in terms of the availability of resources.

Finally, a third reason why the USA and China are considered superpowers is their international relations and their strategic interests geopolitically. The United States has strong strategic relations with many states in the Middle East, for example, with countries such as Saudi Arabia and the Gulf nations see the USA as a protector in return for providing military support. Similarly, China's Belt and Road Initiative programme of mass investment across many Asian and African states is making it become more influential.

It can also be argued, however, that China is not a superpower as it does not have the same military reach as the USA. This is clear from the fact that the USA has more military bases than the next six highest military budgets combined. Similarly, China does not have the same global military reach as the USA, nor does it compete with the number of military bases the USA possesses. Moreover, China has a more isolationist approach to military intervention than the USA. For these reasons, it can be argued that China is not a superpower, but the USA is.

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Model answer on page 44

Task #2: Working through a 12-mark Question

Now it's your turn to work through a 12-mark question.

Step 1: Highlight the command words.

Examine the factors that have led to the spread of liberal economics and democracy.

Step 2: Plan your answer.

Factor 1:

Economics:

Democracy:

Factor 2:

Economics:

Democracy:

Factor 3:

Economics:

Democracy:

Step 3: Write your answer (take no more than 20 minutes).

Step 4: Mark your answer.

Swap your answer with a peer and use the suggested answers at the back of the book to mark your answer. Go to page 45 to find the checklist and indicative content.

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Section B: 12-mark Comparative Theories

What to Expect in the Exam

The second question you will get in the exam might look suspiciously like the first, but it is asked subtly differently, and the way you need to approach it is also different. The theories you need to be familiar with before answering this question:

Realism

To briefly summarise, realism is an approach to global politics which believes in the lack of overarching authority or morality within the international system and as such states focus on pursuing their own national interest above all else. Liberalism takes a more optimistic view of the construction of international institutions, systems of global governance, and interconnection. It contends that nation states can and should work cooperatively on global issues.

These questions will require you to use one or both of these in your answer.

If you are aiming for the highest marks, you are also required to include 'signposts' referring back to some of the content you learnt during the 'Core Political Ideas' section. The assumptions and beliefs that underpin the realist approach are shared with liberalism. Obviously, the basis for the liberal approach is the same as liberalism. If you discuss a theoretical approach, such as dependency theory, you could also discuss state sovereignty as expected of you. Referencing an ideology from the 'Core Political Ideas' module is worth a Level 4 mark on this question.

Let's take a look at a question now and figure out how exactly these types of questions are asked.

The marking for these questions is similar to that for Question 1, and the marking objectives are the same:

AO1: 6

AO2: 6

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Command Words

Here is a sample question:

Analyse the divisions between realists and liberals regarding the role of international law.

In your answer you should try to discuss any relevant core political ideas.

There are a few important steps you need to take first. Identifying the command words in the question is essential.

- 1) **Analyse:** The AO2 trigger word. This means the same as it meant for the AO1 question. You need to use your knowledge to answer the question.
- 2) **Divisions:** This means the question is asking you to compare and contrast. If the question asks you to 'compare' and 'contrast', you will be asked to compare realist and liberalist theory. If the question asks you to 'outline the viewpoint from only one of these approaches', you will be asked to outline the viewpoint from only one of these approaches, but you should still mention both, as often comparing the two will help you to use more of your knowledge and analysis from each side of the debate. If you only mention one approach despite the question not asking you to do so, however, you will lose marks. It is important to be careful not to stray too far from what the question is asking. It is important to be careful not to stray too far from what the question is asking.
- 3) **Realist and Liberalist:** And here are the two theories you have to compare. If the question asks you to 'compare realist and liberalist theory', you will be asked to compare realist and liberalist theory. If the question asks you to 'outline the viewpoint from only one of these approaches', you will be asked to outline the viewpoint from only one of these approaches, but you should still mention both, as often comparing the two will help you to use more of your knowledge and analysis from each side of the debate. If you only mention one approach despite the question not asking you to do so, however, you will lose marks. It is important to be careful not to stray too far from what the question is asking. It is important to be careful not to stray too far from what the question is asking.
- 4) **Core political ideas:** This is a reminder that for top marks you should use the 'Core Political Ideas' module – relevant ideologies such as conservatism or liberalism.

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Assessment Objectives

The mark scheme for these questions is exactly the same as it was for the SAQs. The focus on the comparative theory aspect, as follows:

12-mark Comparative Theory Questions		
Level	Mark	Description
No level	0	No material worthy of a single mark.
Level 1	1–3	<ul style="list-style-type: none"> • AO1 – Students demonstrate surface knowledge of theories and concepts surrounding global politics and evaluation. Some relevant general points are made. References to one or two comparative theories. • AO2 – Students show little or no reasoned comparison of concepts or theories, making simple links between them.
Level 2	4–6	<ul style="list-style-type: none"> • AO1 – Students demonstrate some knowledge and understanding of theories and concepts surrounding global politics, which can be used to support analysis or evaluation. Some relevant general points are made. Students make some relevant and occasionally justified links to comparative theory. • AO2 – Students show some signs of comparative analysis of concepts and theories, making some relevant links between them.
Level 3	7–9	<ul style="list-style-type: none"> • AO1 – Students demonstrate accurate knowledge and understanding of theories and concepts surrounding global politics, which are used efficiently and is relevant to the broader analysis or evaluation. Relevant general points are made. Students make occasionally justified links to at least one comparative theory. • AO2 – Students show mainly reasoned comparison of concepts and theories, making relevant links between them.
Level 4	10–12	<ul style="list-style-type: none"> • AO1 – Students demonstrate detailed and accurate knowledge and understanding of theories and concepts surrounding global politics, which are used efficiently and effectively to relevantly support analysis or evaluation. Relevant general points are made. Students make justified links to at least one comparative theory. • AO2 – Students show consistently good, reasoned comparison of political concepts and theories, making multiple relevant links between material and concepts.
Theories		If the answer does not refer to every named theory, it cannot receive a level 1.
Synoptic connections		If the answer does not make any synoptic connections, it cannot receive a level 4.

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Task #3: Marking Sample Answers

Let's take another look at our question and another two sample answers. Try to mark the answers using the mark scheme and the assessment objectives you have just learned. Use the checklists beneath both of the answers to check which levels have been met.

To help you assess the answers, try to highlight the knowledge points and evidence used. As you are reading. Remember to look at the table and do not just give the marks. The answer that thinks sounds cleverer.

Also think about how you would answer the question. Is there anything missing? Is there any evidence you think is misplaced? Would you have included a different structure?

After you have done this, take a look at the examiner's comments on these sample answers and then write your own.

A reminder of our question:

Analyse the divisions between realists and liberals regarding the role of international institutions.

Answer 1

Firstly, realists are sceptical of international institutions, regarding them as ineffective. Realists do not believe that states will cooperate unless it is in their own interests. This means that institutions do not have sufficient authority to direct states, and so they will fail in their efforts. Liberals, in contrast, view international institutions as essential in the process of global governance and capable of influencing the behaviour of states and encouraging cooperation between nations.

In addition, realists dislike international institutions and regard them as a threat to the principle of state sovereignty in the international order. Because states will act to defend their sovereignty, institutions are blocking their ability to do so and for this reason do not work. Liberals take the opposite view, saying that states should cooperate to solve global problems and so institutions are essential in creating the structure needed for international cooperation.

Finally, realists believe that war can only be prevented by a balance of power in the international system, meaning forming alliances between great powers to deter other and maintain a relative peace. In contrast, liberals view international institutions as a way to prevent war, and argue that states should be dependent on each other to make war counterproductive to economic growth and promote a sense of interdependence. For liberals the role of international institutions is to formalise the interconnectedness between nations, while for realists international institutions are seen as nation states can form alliances by themselves.

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12-mark Comparative Theory Checklist		
AO	Marks	Level description
AO1 Knowledge	6	Students demonstrate accuracy with a visible attention to their knowledge and understanding of theories and concepts surrounding global politics. This knowledge is integrated consistently into analysis and evaluation. The result is convincing general points made throughout the answer. Students make relevant and justified links to at least one comparative theory.
	4–5	Students demonstrate accurate knowledge and understanding of theories and concepts surrounding global politics. Knowledge and is relevant to the broader analysis and evaluation. General points are made. Students make some relevant justified links to at least one comparative theory.
	2–3	Students demonstrate some knowledge and understanding of concepts surrounding global politics, which are sometimes used to support analysis or evaluation. Some relevant general points are made. Make few references to any comparative theories.
	1	Students demonstrate surface knowledge and understanding of theories and concepts surrounding global politics, with little or no evaluation. Make no reference to comparative theories.
	0	No content worthy of marking.
AO2 Analysis	6	Students show strong perception in formulating a reasoned analysis of political concepts or theories, making consistently convincing links between material and concepts.
	4–5	Students show mainly reasoned analysis of political concepts, making relevant links between material and concepts.
	2–3	Students show some signs of analysing political concepts, making some relevant links between material and concepts.
	1	Students show little or no reasoned analysis of political concepts, making simple links between material and concepts.
	0	No content worthy of marking.
Theories	If the answer does not refer to every named theory, it cannot receive a level 4.	
Synoptic content	If the answer does not make any synoptic connections to core political concepts, it cannot receive a level 4.	



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Answer 2

Firstly, the realist view of human nature informs realists' view on international relations. Realists believe that humans are self-interested and authority is impractical. In this sense, realists have a very similar view of human nature to the traditional conservative school of thought, and their beliefs are reminiscent of Thomas Hobbes' arguments, especially his description of 'the state of nature'. The lack of a central authority in the international system, called 'anarchy' by realists, is a matter of prime importance. Realists believe that nation states will similarly act in their own interests, which could lead to conflict. They do not believe that international institutions can reform this anarchical system. Nation states will override them and continue to pursue their own interests.

In addition, liberals believe that global interconnectedness will prevent conflict. In a liberal international system, states are economically interdependent on one another. In a liberal international system, all states rely on trade and commerce across borders, and so a system with conflict is counterproductive as it will damage the economic activity of the nation. International institutions play a crucial role in this system. The World Trade Organization, for example, seeks to maintain and regulate trade without tariffs or other barriers to trade, and helps to mediate in trade disputes. The International Monetary Fund and the World Bank play a significant role in promoting a stable economic system by making reforms consistent with the advancement of the condition of receiving loans or debt relief. This complicated structure promotes peace through the use of international institutions.

Finally, realists view international institutions as ineffective, as they lack the authority to enforce cooperation that is outside of a nation state's interests, and often reflect the interests of power in the international system as it exists between states. They are too easily open to capture by powerful states, and do little more than perpetuate the dominance that would already exist. This viewpoint could be supported by the dependency that some accuse the IMF / World Bank of creating between developing South countries. It is alleged that conditions applied to IMF / World Bank loans, such as the removal of trade barriers, leave domestic industry open to takeover by foreign firms, meaning developing nations are unable to compete in the international market. In this sense, it is little other than perpetuating existing relations in the global system.

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12-mark Comparative Theory Checklist		
AO	Marks	Level description
AO1 Knowledge	6	Students demonstrate accuracy with a visible attention to their knowledge and understanding of theories and concepts surrounding global politics. This knowledge is integrated consistently into the analysis and evaluation. The result is convincing general points are made throughout the answer. Students make relevant and justified links to at least one comparative theory.
	4–5	Students demonstrate accurate knowledge and understanding of theories and concepts surrounding global politics. Knowledge and is relevant to the broader analysis and evaluation. General points are made. Students make some relevant justified links to at least one comparative theory.
	2–3	Students demonstrate some knowledge and understanding of concepts surrounding global politics, which are sometimes used to support analysis or evaluation. Some relevant general points are made. Make few references to any comparative theories.
	1	Students demonstrate surface knowledge and understanding of theories and concepts surrounding global politics, with little or no evaluation. Make no reference to comparative theories.
	0	No content worthy of marking.
AO2 Analysis	6	Students show strong perception in formulating a reasoned analysis of political concepts or theories, making consistently convincing links between material and concepts.
	4–5	Students show mainly reasoned analysis of political concepts, making relevant links between material and concepts.
	2–3	Students show some signs of analysing political concepts, making some relevant links between material and concepts.
	1	Students show little or no reasoned analysis of political concepts, making simple links between material and concepts.
	0	No content worthy of marking.
Theories	If the answer does not refer to every named theory, it cannot receive a level 4.	
Synoptic content	If the answer does not make any synoptic connections to core political concepts, it cannot receive a level 4.	

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Examiner's Comments

The examiner has looked at Answer 1 and Answer 2 and decided on their marks. The examiner has also looked at the quality of these answers, but that does not mean that they are the best possible answers to the question. The examiner has made their comments below.

Answer 1

AO1 in **bold** and AO2 with underlining.

Firstly, realists are sceptical of international institutions, regarding them as ineffective. **Realists do not believe that states will cooperate unless it is in their own interests.** This means that institutions do not have sufficient authority to direct states, and so they will fail in their efforts. Liberals, in contrast, regard institutions as essential in the process of global governance and capable of encouraging cooperation between nations.

Secondly, **realists** dislike international institutions and regard national sovereignty as a fundamental principle in the international order. Because states will act to defend their interests, institutions are seen as blocking their ability to do so and for this reason **dislike** them. Liberals take the opposite view, saying that states should cooperate to solve global problems and so institutions are essential in creating the structures needed for international cooperation.

Finally, **realists** believe that war can only be prevented by a balance of power in the international system, meaning opposing alliances between great powers to deter each other and maintain a competitive peace. In contrast, liberals view international institutions as essential in preventing war, and argue that states should be dependent on each other to make conflict counterproductive to economic growth and promote a sense of interdependence. For liberals the role of international institutions is to formalise the interconnectedness between nations, while for realists international institutions are unnecessary as nation states can form alliances by themselves.

Examiner's Comments

This answer demonstrates good analysis (AO2) of the two approaches; however, it is flawed by a lack of information that meets the AO1 criteria. Overall, however, this marks well out on marks in two respects. Firstly, it does not demonstrate adequate knowledge of the two approaches, despite the analysis, suggesting that the student is capable of providing good analysis but undermines the analysis by failing to provide evidence to support it.

The answer also makes a factual error, claiming that realists 'dislike' institutions by first stating that realists believe institutions cannot regulate the behaviour of states, and then later on claiming that realists believe they can. This error compounds the lack of information demonstrated elsewhere.

AO1: 2

AO2: 3

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Answer 2

AO1 in bold and AO2 with underlining.

Firstly, the realist view of human nature informs realists' view on international institutions. Realists believe that humans are self-interested and authority is important in human behaviour. In this sense, realists have a very similar view of human nature to the traditional conservative school of thought, and their beliefs are reminiscent of Hobbes' arguments, especially his description of 'the state of nature'. The lack of a central authority in the international system, called 'anarchy' by realists, is a matter of primary importance. Realists believe that nation states will similarly act in their own interests, which could lead to conflict. Realists do not believe that international institutions can impose their authority on states, as states will overrule them and continue to pursue their own interests.

Secondly, liberals believe that global interconnectedness will prevent conflict. Liberals believe that economic interdependence will prevent conflict. In a liberal international system, states are free to trade and commerce across borders, and so threatening the system is counterproductive as it will damage the economic output and stability. International institutions play a crucial role in this system. The World Trade Organisation, for example, seeks to maintain and regulate a system of liberal trade without barriers to trade, and helps to mediate in trade disputes to find quick resolutions to trade wars. Similarly, the International Monetary Fund and the World Bank play a significant role in promoting a liberal international economic system by providing loans with the advancement of such an order a condition of receiving loans or as a condition of structural adjustment. The World Bank structure is designed to maintain peace through the use of international institutions.

Finally, realists view international institutions as ineffective, as they are not a central authority. Realists believe that international institutions are ineffective, as they are not a central authority that is outside of a nation state's interests, and often more of a reflection of the power in the international system as it exists between states. This makes them easily open to capture by powerful states, and do little more than formalise what would already exist. This viewpoint could be supported by the relative power of the Global North and South, as some accuse the IMF / World Bank of creating between Global North and South divisions. It is alleged that conditions applied to IMF / World Bank loans, such as requiring states to leave domestic industry open to takeover by foreign direct investment, make states unable to compete in the international economy, and simply become hosts to the Global North. In this sense, institutions are doing little other than formalise the existing relations in the global order.

Examiner's Comments

This is a very strong answer in terms of providing extensive AO2 analysis which is extensive and knowledgeable that is relevant, correct and very impressively used to answer the question. The student does a good job of consistently connecting the points made back to their relevance to the role of international institutions.

Unfortunately, the student makes a critical error in failing to fully understand what the answer accurately outlines two features of realist argumentation and one from liberal argumentation, which is unsuccessful in directly comparing the two. This is a fairly significant error given the student to analyse 'divisions', which unfortunately the answer does not. Despite the lack of analysis regarding divisions means the answer misses out on several AO2 marks.

AO1: 5

AO2: 2

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Task #4: Fixing an Answer

Now we have looked over the different ways in which this question could be understood, let's look at the different ways in which the answers would be read by the examiner, and how we would change the answer.

How would you change Answer 2 to give it higher marks? Think about the evidence, analysis and structure. The evidence should all be factually accurate. The analysis should fit the question and help to highlight the evidence, and answer the question.

How would you change this answer from a 7-mark answer to a 12-mark answer (changes on the next page)

Firstly, the realist view of human nature informs realists' view on international relations. Realists believe that humans are self-interested and authority is important. In this sense, realists have a very similar view of human nature to the traditional conservative school of thought, and their beliefs are reminiscent of Hobbes' arguments, especially his description of 'the state of nature'. The lack of a central authority in the international system, called 'anarchy' by realists, is a matter of prime importance. Nation states will similarly act in their own interests, which could lead to conflict. Realists do not believe that international institutions can perform this authority. Nation states will overrule them and continue to pursue their own interests.

Secondly, liberals believe that global interconnectedness will prevent conflict. States are economically dependent on one another. In a liberal international system, all states rely on trade and commerce across borders, and so conflict in the international system with conflict is counterproductive as it will damage the economy and activity of the nation. International institutions play a crucial role in this system. The World Trade Organization, for example, seeks to maintain and regulate trade without tariffs or other barriers to trade, and helps to mediate in trade disputes. The International Monetary Fund / World Bank play a significant role in promoting a liberal system by making reforms consistent with the advancement of such a system. States receiving loans or debt relief. This complicated structure is designed to prevent conflict through the use of international institutions.

Finally, realists view international institutions as ineffective, as they are not based on the cooperation that is necessary for a nation state's interests, and often are a result of power politics. The international system as it exists between states. The institutions are too easily captured by powerful states, and do little more than maintain the status quo and dominance that would already exist. This viewpoint could be supported by the evidence of dependency that some accuse the IMF / World Bank of creating between developing and South countries. It is alleged that conditions applied to IMF / World Bank loans, such as the removal of trade barriers, leave domestic industry open to takeover by foreign firms, meaning developing nations are unable to compete in the international market. This is often the case for large corporations based in the Global North. In this sense, international institutions do little other than perpetuating already existing relations in the global system.

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Changes:

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Indicative content on page 48

Your Turn: 12-mark Comparative Theory Question

Analyse how realists and liberals understand the concept of security.

Write your answer in no more than 20 minutes.

Now swap your answer with a peer and use the checklist and indicative content to mark their answer.

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Section C: 30-mark Essay Question

What to Expect in the Exam

The 30-mark essay question is the final section of the exam. There will be three questions and you have to answer only two. Make your choice carefully! You really have to choose two of the questions, and any time you waste planning one, only to do another, you lose total writing time.

The 30-mark questions could be based on any aspect of global politics that you have studied. They often be asking you to draw out one of the major themes within global politics and present a viewpoint and ask you to evaluate the extent to which it is true. You are to put forward only one point of view, not one of 100 to consider both sides in any one question.

The 30-mark essay questions are also the only part of the exam which require you to analyse and explain. AO3 marks are available in this question, so it is all about the conclusion you are putting forward and that you explain why the conclusion is right or wrong answer for any question you might have to answer, but if you don't then you can lose marks.

The marks for this section are:

AO1: 10

AO2: 10

The way in which the marks are spread out should give you a clue as to how the question is structured. There are equal marks available for all three of the assessment objectives, but one of them will really cost you marks in an exam situation.

Command Words

This is an example of a 30-mark essay question:

Evaluate the extent to which unilateral military action undermines NATO's principle of collective security.

You must consider this view and the alternative to this view in a balanced way.

The command words in this are:

- 1) **Evaluate the extent:** The AO3 triad word. For the long essay question you have to evaluate around the statement. You have to consider the statement, the extent to which it is true and the statement convincing, why you find it convincing and why there is any alternative explanation which is more convincing.
- 2) **'Unilateral military action undermines NATO's principle of collective security'** statement provided in the exam. This is the starting point for your answer. It is an indication of what the examiner will be looking for. You have to engage with it, demonstrate that you understand it, and evaluate it throughout your answer.
- 3) **This view and the alternative:** This is another important point. Your answer must spend all of your time writing on supporting one side of the debate. If you don't, you lose marks. In fact, we can say exactly how much it will limit them: if you don't put forward an argument fairly, you can get a maximum of only 12 marks!

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How to Understand a Question and Plan an Essay

An essay question may seem simple, but it is so easy to misunderstand the trying to get you to go in. In this section we will take a look at a trickier example and unpick what exactly the exam wants us to do.

Step 1: Read the statement carefully.

This is both the simplest and the most important step. If you don't read the statement carefully, you will set yourself off in the wrong direction, writing an answer which has nothing to do with the question. There is no sure-fire way to lose marks you easily could have got.

Evaluate the extent to which globalisation has made the world unipolar rather than multipolar.
You must consider this view and its alternative to this view in a balanced way.

Step 2: Highlight the important words.

The important parts of the sentence have all been highlighted here:

Evaluate the extent to which **globalisation has made** the world **unipolar rather than multipolar**.

This is a complicated question, but if you break it down, you can figure out what the exam is asking you to do.

- 1) **Globalisation:** This is the crux of the question, which is asking you to demonstrate your knowledge of globalisation. Essentially, it is your AO1 (knowledge) trigger word. This requires you to define what is meant by globalisation. Because globalisation can sometimes be used to refer to lots of different social phenomena, it is a good idea to quickly define it in your introduction. This can help in three respects. Firstly, it can help to narrow down what you are being asked on your own terms, and set up the rest of your essay. Secondly, it can act as a reminder of what you are discussing, and prevent you from going off-topic. Thirdly, it can demonstrate knowledge which can gain you AO1 marks (as long as you are accurate).
- 2) **Has made:** This phrase is asking you to demonstrate an understanding of the impact of globalisation and the impact it has had on the international system. Essentially, it is your AO2 (analysis) trigger word. You are being asked to analyse the impact of globalisation over time and across different regions.
- 3) **Rather than:** Alongside 'evaluate' earlier in the question, this is your AO3 (evaluation) trigger word. It is asking you to assess whether globalisation has caused the world to become unipolar or multipolar. This is the central debate being provoked by the question, and you must address it in a balanced way. This means that you should try to provide evidence for each side of the argument, and your conclusion should reflect this balance too.

Step 3: What is the question asking you to do?

This statement is asking you to explain how globalisation has impacted the world, and whether this impact has led to unipolarity or multipolarity.

Step 4: Plan an essay.

This step should be familiar. It is similar to the planning stage of the 30-minute essay question. You will have written in your previous exams: a few paragraphs with your important points, and a conclusion. We won't look at a full answer, but just a skeleton structure of a possible response.

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For this answer we will use the following structure:

Introduction: Defining key concept and outlining your essay

Globalisation is...

The two sides of this debate are...

In this essay I will...

Point 1: First point, evidence, explanation

Analysis of the point: The evidence suggests...

Counterexample: However...

Summary: In total this would suggest...

(Remember to refer back to the question when summarising; this will help)

Points 2–3 or 4: Same structure as paragraph 1.

Conclusion: Overall, and on the basis of the evidence of (paragraphs 1–4),

Task #5: Understanding a Question

Now it's your turn to take on the four-step process we have just looked at statement, and you have to read it, highlight the important words, and write asking you to do.

Step 1: Read and highlight the statement.

Evaluate the extent to which international law is effective at reducing global

You must consider this view and its alternative to this view in a balanced way

Step 2: List key words.

Keyword 1:

Keyword 2:

Keyword 3:

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Step 3: Understand the question.

This question is asking me to:

.....

.....

.....

.....

In my answer I will:

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.....

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.....

My conclusion will be:

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.....

Step 4: Structure your response.

Introduction: International law is:

.....

The two sides of this debate are:

.....

Point 1: International law ~~is~~ / ~~is not~~ effective at reducing conflict

.....

.....

.....

.....

In summary:

.....

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Point 2: International law ~~is~~ / ~~is not~~ effective at reducing conflict

However:

In summary:

Point 3: International law ~~is~~ / ~~is not~~ effective at reducing conflict

However:

In summary:

Point 4: International law ~~is~~ / ~~is not~~ effective at reducing conflict

However:

In summary:

Conclusion: Overall, it has been demonstrated that:

Now look at the indicative content on page 51 to see how you can

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Assessment Objectives

The 30-mark long essay is designed to evaluate your ability to construct an understanding of global politics, and analyse and evaluate a statement on

AO1: 10 marks

AO2: 10 marks

30-mark Questions		
Level	Mark	Description
No level	0	No material worthy of a single mark.
Level 1	1–6	<ul style="list-style-type: none"> • AO1 – Students demonstrate surface knowledge and concepts surrounding global politics, with little analysis or evaluation. • AO2 – Students show little or no reasoned analysis of theories, making simple links between material and concepts. • AO3 – Students engage in little or no evaluative work, leading to simplistic judgements. Many of these arguments are leading to poorly reasoned arguments.
Level 2	7–12	<ul style="list-style-type: none"> • AO1 – Students demonstrate some knowledge and concepts surrounding global politics, which are some analysis or evaluation. Some relevant general points are made. • AO2 – Students show some signs of analysing political concepts, making some relevant links between material and concepts. • AO3 – Students engage in formulating some evaluation of theories, making some relevant judgements. Some of these arguments are leading to poorly reasoned arguments.
Level 3	13–18	<ul style="list-style-type: none"> • AO1 – Students demonstrate accurate knowledge and concepts surrounding global politics. Knowledge is relevant to the broader analysis and evaluation. Most points are made. • AO2 – Students show mainly reasoned analysis of political concepts, making relevant links between material and concepts. • AO3 – Students build a mostly reasoned evaluation on theories, making judgements and arguments throughout. This leads to some relevant conclusions.
Level 4	19–24	<ul style="list-style-type: none"> • AO1 – Students demonstrate detailed and accurate knowledge of theories and concepts surrounding global politics, and effectively to relevantly support analysis and evaluation. Points are made. • AO2 – Students show consistently good, reasoned analysis of theories, making multiple reasoned links between material and concepts. • AO3 – Students build a mostly relevant evaluation on theories, making judgements and arguments throughout. This results in some relevant conclusions.
Level 5	25–30	<ul style="list-style-type: none"> • AO1 – Students demonstrate accuracy with a visible depth of knowledge and understanding of theories and concepts surrounding global politics. This knowledge is integrated consistently into the evaluation. The result is convincing general points are made. • AO2 – Students show strong perception in formulating political concepts or theories, making consistently good links between material and concepts. • AO3 – Students engage in building an entirely relevant evaluation on theories, making strongly effective and reasoned judgements and arguments throughout. Conclusions are entirely reasoned as a result.

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Task #6: Marking Sample Answers

Take a look at this question and the two sample answers. Try to decide, based on the marking objectives, what each of the two answers should get out of 30.

The Question

Evaluate the extent to which international institutions have effectively dealt with environmental degradation.

You must consider this view and the alternative to this view in a balanced way.

Answer 1

Environmental degradation is a key issue in global politics. The roles of international institutions such as the United Nations Framework Convention on Climate Change (UNFCCC) and the Intergovernmental Panel on Climate Change (IPCC) are considered as a form of cooperation between nation states that is required to reduce carbon emissions and the loss of biodiversity around the world. In this essay I will be judging the extent to which international institutions have effectively dealt with the issue of environmental degradation.

The first climate agreement reached under the UNFCCC, popularly known as the Kyoto Protocol, was a landmark moment in climate negotiations as for the first time it set legally binding targets on nation states for emissions reductions. However, there were several problems with the agreement. Firstly, it set targets only for developed nations, meaning that developing nations have contributed little towards historical emissions. Secondly, during the period China became the world's largest producers of emissions and significant global warming despite not being covered by the agreement. Thirdly, the United States, which was at the time, and still second largest, never ratified the agreement, meaning the targets did not become legally binding. Fourthly, not all nation states were able to reduce their emissions in time, and had to resort to carbon offsetting to meet their targets. Overall, it is estimated that the major emitters, the United States and China, increased their emissions by over 50% in the period, meaning that institutions can be said to have failed to address the problem.

Similar problems were encountered in the signing and implementation of the Paris Agreement, which was reached as part of the UNFCCC in 2015. Despite the participation of over 190 nation states, and China in the agreement, the targets were not as ambitious as those of the Kyoto Protocol, with a target of keeping global temperatures below 2 degrees Celsius. The agreement also failed to produce meaningful, legally binding targets for nation states, instead relying on voluntary pledges or 'nationally determined contributions' (NDCs) by nation states. One of the biggest problems in negotiating the Paris Agreement was disagreements between developed nations responsible for historical emissions, and developing nations arguing that they either have the right to develop, or are entitled to compensation due to the historical disadvantage of not being developed in the same way developed nations were. Similarly, another sticking point was who was responsible for Chinese emissions, given that much of the production in China is actually due to the nation operating as the 'factory of the world' for other nation states, especially in the developed Global North. Despite these issues, the Paris Agreement is seen as a significant step forward in addressing climate change, and is expected to be a key factor in the future of global politics.

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programme, the Paris Agreement can be seen as another example of
a lack of properly enforceable, legally binding limits.

Finally, the IPCC is meant to act as the international authority for research, which serves to inform the UNFCCC process. However, while on promoting and legitimising findings for the institutional process of degradation, it has allowed climate scepticism and denialism to rise and served to hinder progress on tackling environmental degradation and allow their responsibilities on the environment with little electoral consequence. It is also widely considered to have contributed to the decision by the USA to withdraw the country from the Paris Agreement, severely undermining a global agreement encompassing all of the world's largest polluters. This can be seen as an institutional failure, as the scientific findings that the IPCC is meant to have in some way failed to connect with much of the wider public.

Overall, it has been demonstrated that international institutions have been dealing with the issue of environmental degradation. This is due to a process to reach international agreement on legally binding limits, the decrease of overall global emissions over the last two decades, and the scepticism in the face of scientific evidence.

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30-mark Essay Checklist		
AO	Marks	Level description
AO1 Knowledge	9–10	Students demonstrate accuracy with a visible attention to their knowledge and understanding of theories and concepts surrounding US politics. Their knowledge is integrated consistently to support analysis and evaluation. The result is convincing general points to answer.
	7–8	Students demonstrate detailed and accurate knowledge of theories and concepts surrounding US politics, which are used effectively to relevantly support analysis and evaluation. General points are made.
	5–6	Students demonstrate accurate knowledge and understanding of theories and concepts surrounding US politics. Knowledge is used relevantly to support analysis and evaluation. Mostly relevant points are made.
	3–4	Students demonstrate some knowledge and understanding of concepts surrounding US politics, which are sometimes used in analysis or evaluation. Some relevant general points are made.
	1–2	Students demonstrate surface knowledge and understanding of concepts surrounding US politics, with little or no analysis or evaluation.
	0	No content worthy of marking.
AO2 Analysis	9–10	Students show strong perception in formulating a reasoned analysis of political concepts or theories, making consistently convincing links between material and concepts.
	7–8	Students show consistently good, reasoned analysis of political concepts, making multiple reasoned links between material and concepts.
	5–6	Students show mainly reasoned analysis of political concepts, making relevant links between material and concepts.
	3–4	Students show some signs of analysing political concepts, making some relevant links between material and concepts.
	1–2	Students show little or no reasoned analysis of political concepts, making simple links between material and concepts.
	0	No content worthy of marking.
AO3 Evaluation	9–10	Students engage in building an entirely relevant evaluation on politics, making strongly effective and reasoned judgements and arguments throughout. Conclusions are entirely reasoned as a result of strong judgements and arguments throughout. This results in strong, reasoned conclusions.
	7–8	Students build an almost fully relevant evaluation on politics, making strong judgements and arguments throughout. This results in strong, reasoned conclusions.
	5–6	Students build a mostly relevant evaluation on politics, making judgements and arguments throughout. This leads to generally relevant conclusions.
	3–4	Students engage in formulating some evaluative work on politics, making some relevant judgements. Some of these arguments are descriptive in content, leading to poorly reasoned arguments.
	1–2	Students engage in little or no evaluative work on politics, making judgements. Many of these arguments are only descriptive in content, leading to poorly reasoned arguments.
	0	No content worthy of marking.
Balance		If the answer is not balanced and does not consider both sides in a question, it cannot receive above a level 2.

Answer 2

Several important debates regarding the environment exist in global politics. One of the most important debates is around the effectiveness of international institutions in addressing climate change and environmental degradation. This essay will examine the evidence in order to decide whether international institutions are performing their role effectively.

One key issue regarding the effectiveness of international institutions is the Conference of the Parties (COP) process in bringing together nations from the Global North and developing nations in the Global South. Overcoming the divide is a key sticking point in climate negotiations. The Global North, which has more than half of the world's current emissions, has come from developing countries in the Global South raise the issue of historical emissions, which have been mainly from developed nations. The Kyoto Protocol became this issue by focusing on only developed nations' limits on emissions, which made agreement easier to achieve. The 2015 Paris Agreement was considered a success in this regard, as it brought together all nations in an agreement for a way forward and a new framework on reducing emissions. However, agreement on such a hotly contested issue can be said to have proved the effectiveness of international institutions. However, it could also be said that the Paris Agreement slowed down progress in institutions considerably. The fact that the Paris Agreement did not release the developing countries including China from its legally binding limits meant that emissions in the following years from those nations exceeded the reductions agreed by developed nations. In addition, the Copenhagen Summit in 2009, meant to replace Kyoto, was widely considered a disaster, with developed and developing nations failing to come to any kind of agreement among themselves. In this regard, international institutions may have managed to create agreement among nations on climate change, but agreements have been highly limited and there has been a varied record of effectiveness.

Another key issue with regard to the effectiveness of international institutions is the extent to which they have proved successful at overcoming short-term national interests. There are several reasons to argue that they have been. Firstly, how to respond to climate change and environmental degradation is a hotly contested debate among nation states, and so it is likely to be impossible without the mediation of a neutral arbiter such as an international institution. In this regard, the COP process provides a forum for nations to discuss and negotiate, and has probably achieved far more success than any other international institution. Secondly, the idea of a global agreement on climate change is a key innovation that emerged from these institutions and considerably helped in being reached by providing a common platform if nation states could not reach an agreement on their own. It can be argued that without this innovation, international agreement on climate change would not have been possible. Thirdly, without the institutional process, such an innovation would not have been possible. Finally, it should be considered an impressive achievement that many powerful, developed nations have agreed, at least within the Kyoto Protocol, to set national sovereignty limited and legally binding targets set. Such a large number of nations agreeing upon collective goals that limit their sovereignty shows an unprecedented amount of global cooperation. However, there are reasons to argue that international institutions have not been so effective at overcoming narrow national interests. Firstly, the targets agreed upon are often criticised for being vague and the ability to enforce them very weak. In addition, the targets set are considered to be too far in the future to have any real impact on current emissions.

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ambition and too easy to achieve, especially when emissions trading is involved. Emissions trading itself is also often criticised as an innovation for a fundamental problem of emissions, and instead simply redirecting the problem from the North to the Global South, and placing the emphasis for emissions reduction on the Global South, which contribute the least to the problem. Finally, the issue of nation states not following through on promises is a sign of sovereignty not having been undermined. The US failed to ratify the Kyoto Protocol and withdrew from the Paris Agreement, and the UK withdrew from Kyoto. As North America contributes significantly to global emissions, its lack of participation is especially problematic.

Finally, international institutions also have to deal with ideological divides. In which a programme to reduce environmental damage should be approached. One ideological divide is that of environmental sustainability, which argues that environmental crises can only be achieved that are in line with global economic growth and incentives of the market. This means that some believe that we do not need to, therefore should not, interrupt the economic system in order to reduce environmental damage. They favour market solutions to the issue, such as carbon trading. On the other hand, the ecological perspective argues that there are fundamental structural problems with global governance and the economic system which prevent meaningful action on climate change and degradation, and international institutions cannot solve these structural problems. These perspectives are starkly opposed to each other, and this lack of consensus further highlights the difficulty in achieving progress internationally on climate change.

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30-mark Essay Checklist		
AO	Marks	Level description
AO1 Knowledge	9–10	Students demonstrate accuracy with a visible attention to their knowledge and understanding of theories and concepts surrounding US politics. Their knowledge is integrated consistently to support analysis and evaluation. The result is convincing general points to the answer.
	7–8	Students demonstrate detailed and accurate knowledge of theories and concepts surrounding US politics, which are used effectively to relevantly support analysis and evaluation. General points are made.
	5–6	Students demonstrate accurate knowledge and understanding of theories and concepts surrounding US politics. Knowledge is used relevantly to support analysis and evaluation. Mostly relevant points are made.
	3–4	Students demonstrate some knowledge and understanding of concepts surrounding US politics, which are sometimes used in analysis or evaluation. Some relevant general points are made.
	1–2	Students demonstrate surface knowledge and understanding of concepts surrounding US politics, with little or no analysis or evaluation.
	0	No content worthy of marking.
AO2 Analysis	9–10	Students show strong perception in formulating a reasoned analysis of political concepts or theories, making consistently convincing links between material and concepts.
	7–8	Students show consistently good, reasoned analysis of political concepts, making multiple reasoned links between material and concepts.
	5–6	Students show mainly reasoned analysis of political concepts, making relevant links between material and concepts.
	3–4	Students show some signs of analysing political concepts, making some relevant links between material and concepts.
	1–2	Students show little or no reasoned analysis of political concepts, making simple links between material and concepts.
	0	No content worthy of marking.
AO3 Evaluation	9–10	Students engage in building an entirely relevant evaluation on politics, making strongly effective and reasoned judgements and arguments throughout. Conclusions are entirely reasoned as a result of strong judgements and arguments throughout. This results in strong, reasoned conclusions.
	7–8	Students build an almost fully relevant evaluation on politics, making strong judgements and arguments throughout. This results in strong, reasoned conclusions.
	5–6	Students build a mostly relevant evaluation on politics, making judgements and arguments throughout. This leads to generally reasoned conclusions.
	3–4	Students engage in formulating some evaluative work on politics, making some relevant judgements. Some of these arguments are descriptive in content, leading to poorly reasoned arguments.
	1–2	Students engage in little or no evaluative work on politics, making judgements. Many of these arguments are only descriptive in content, leading to poorly reasoned arguments.
	0	No content worthy of marking.
Balance		If the answer is not balanced and does not consider both sides in a question, it cannot receive above a level 2.

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Examiner's Comments

Answer 1

This is a well-structured and well-written essay which uses valid and appropriate evidence throughout. The analysis and argumentation are strong, and evidence used is reasonable. However, the essay fails to demonstrate sufficient balance, instead presenting argument almost entirely throughout, with barely any mention or consideration of counterargument: that international institutions have been effective. Unfortunately, due to this insufficient amount of balance, this answer cannot receive above a level 2.

Nearly every point made in the essay is substantiated with relevant evidence. However, every aspect is let down by the selective use of evidence to present only one side of the argument. Due to this unbalanced use of evidence, this student could easily have achieved much higher marks.

A positive aspect of the essay, though, is that it is not sufficient to make up for the lack of balance in answering the question, which is done throughout.



AO1: 4

AO2: 6

Total: 12, Level 2

Answer 2

This essay displays good knowledge and uses relevant evidence reasonably well. The analysis and evaluation is good. It is, on the whole, well balanced, with both sides of the argument being heard, especially in the early part of the answer.

The essay lets itself down, however, by making basic mistakes. Firstly, it fails to include a conclusion. This means the essay has not made a judgement based upon its analysis, leading it to miss out on a considerable number of AO3 marks. Secondly, the structure, with the second and third paragraphs making similar points and a lack of signposting undermining the coherence of the argument. Thirdly, the essay's final paragraph, though factually accurate, having little relevance to the question. While these mistakes could be easily fixed, the resulting omissions are fundamental to the answer, meaning the student misses out on a large number of marks.

It is likely that the student would benefit from greater time spent planning their answer, as this would help the student stay on-topic and signpost their answer. They should also focus on better timekeeping as failing to include a conclusion means they miss out on a large number of marks.

AO1: 6

AO2: 8

Total: 14, Level 3

Your Turn Sample Essay Question

Question

Evaluate the effectiveness of universal human rights.

You must consider this view and the alternative to this view in a balanced way.

Write your answer in no more than 45 minutes.

Then swap your answer with a peer and use the checklist and indicative content to mark their answer.

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Exam Skills

Now you have an idea of what the exam will throw at you, we can get to work on how to tackle the exam. There are many skills we will go over which are important for all exams, but some which are mainly useful for Politics exams. Remember as you go through this guide, think of a way to tackle an exam. These are just important points to remember.

Timing Your Answers

The table below shows how the exam will be set up. The time in the right hand column is based on how many marks you should be aiming to get per minute. There is no set time you should spend, but if you stick to this rough guideline you can't go too far wrong.

Politics Component 3B		
Section	Marks Available	Time (Minutes)
A	12	12
B	12	12
C (2 questions)	60	90
Total	84	120

Now, for the specific sections it will be much more based on your own preference.

For Sections A and B you need to spend only a tiny amount of time planning. The marks are AO1 and AO2, so you should aim to make enough points which you can back up. The table below is an example of how you could structure your answers.

Sections A and B		
Question	Marks Available	Time (Minutes)
1	12	12
2	12	12
Total:	24	30

Finally, you have Section C to work on. All you have to worry about here is writing an essay for two huge questions. You need to plan and write both questions in roughly 45 minutes.

Section C	
Task	Time (Minutes)
Reading the question / planning	5
Writing	40
Re-reading	Any remaining
Total	45

Remember, you have to do this twice! So you need to be really disciplined with your time. If you write one good essay and run out of time for the second, you have thrown a lot of marks away. So timing really is key for this exam.

For all of the questions, you should spend the vast majority of your time writing. If you underestimate the importance of reading the question and planning your answer, then when it comes to structure it will be much harder to get your AO2 and AO3 marks.

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What Order Should I Answer the Questions In?

The simple answer to this question is: it's up to you. There are a few different ways to approach it. You can go through in the order the paper is structured. This has the advantage of smaller ones out of the way first, and don't risk losing a whole 12 marks if you get stuck.

Or, you can go through the sections in the order you are most comfortable with. If a section looks difficult, maybe tackle it in the middle so you have a warm-up to begin with and end the end with no risk of running out of time.

Really, it's completely up to you. So long as you manage not to run out of time, and if you have a good number of answers you should be writing right, there's really no difference. Prove your approach and finish on time, and you'll be fine in which you answer the questions.

Task: The Importance of Balance

Unlike most other academic subjects, Politics is a subject for which nearly all questions are balanced. It is important that you are able to spot a balanced and academic stance when answering questions. This is essential for your success, as it is impossible to get higher than a level 2 without assessing both sides of an argument. This is only 12 marks in a 30-mark question!

In this activity you will be presented with three different responses to the question. One is balanced, one is unbalanced, and one is partisan. You must then identify which response is which and put each argument to the box you think describes it best.

Balanced: The answer considers both sides of an argument and makes a balanced judgement.

Unbalanced: The answer considers only one side of an argument.

Partisan: The answer clearly supports or opposes one political viewpoint.

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'Unilateral military action undermines NATO's principle of co

The role of NATO member states during the height of the Ukrainian crisis is disputed. Some accuse the USA of encouraging protest against Russian influence directly. Others dissent from such an accusation but still maintain that NATO's policy of enlargement and expansion provoked a tension and ultimately a war where there had previously been no risk of such an outcome. It can be argued that, for the sake of collective security, caution when dealing with the Ukrainian issue was required. It is also argued, however, that Russian intentions were just as aggressive, if not more so, and that the Russian approach sought to antagonise NATO member states and act as a display of power. Even if NATO expansion would have little impact on.

The only time that NATO's Article 5 has been triggered was in the aftermath of the 9/11 terrorist attacks. The following War in Afghanistan, therefore, saw the participation of every member state, in line with NATO's principle of collective defence. Even if some member states had disagreements over strategy or certain aspects of the military response, they kept quiet because it was ultimately the right option. The scale of the destruction caused by the 9/11 attacks justified a strong military response from every NATO state, regardless of internal disagreement.

The 2020 US assassination of Qasem Soleimani was a unilateral military attack carried out without the consent of other NATO states. The disunity in response to the attack was notable, as was the impact on NATO troops in Iraq, who had to withdraw, fearing repercussions. Such an attack can be said to undermine NATO's principle of collective security in two regards. Firstly, there was no communication from the USA to other NATO states, which prevented NATO from making a collective decision on the attack's merits and wisdom. Secondly, further destabilisation of the region threatened to pose a risk to the security of NATO member states and troops. In this sense, the unilateral action undermined the credibility of the alliance as well as threatening the security of its members.

'The differing views of realists and liberals towards

Realists are sceptical of progress as a concept for the same reason they are sceptical of morality and moral judgements in general. This is because they do not view the international system as having any moral qualities, and do not consider morality to have any influence on the behaviour of nation states. For realists, the international system is an amoral environment, and so discussions about progress are irrelevant. This amoral approach to global politics is deeply conservative in origin and can be described as fundamentally dangerous. The removing of the responsibility of nation states for their own behaviour means they are allowed to act with impunity. Similarly, when the moral sense of progress is abandoned, narrow self-interested behaviour is not just explained, as realists claim, but it is justified and permitted regardless of the consequences.

For realists, progress is simply not a useful concept for understanding global politics, as it tells us little about where power lies, what nation states intend to do with it, and how it could shift within the international system based on changing alliances. To the realist, the future is uncertain, and it is the impact of these shifting alliances on the global balance of power that is of interest to realists. In contrast, liberals have a strong commitment to a sense of progress, and usually an inherent belief that progress is somewhat inevitable. They point to the history of people's living conditions as evidence of how things have improved over time.

Realists would highlight the simplicity of the liberal view of progress as a key weakness of its ideological approach. They would argue that it cannot be said that the outbreak of devastating wars over centuries can be said to show consistent progress, even if, put it, over the 'long arc of history'. Historical events are simply not predetermined, are contested, and their outcomes depend entirely on where power lies in the international system.

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'Humanitarian intervention undermines national sovereignty'

Prior to the invasion of Iraq in 2003, the Iraqi government remained insistent that weapons of mass destruction were possessed by the state, and that they were the rightful central authority of the nation. Of course, it was the case that Iraq never possessed weapons of mass destruction, though their insistence on this matter did not stop the American onslaught, which destroyed much of the country regardless. This experience demonstrates the total abdication of national sovereignty in the face of a destructive military intervention.

The doctrine of 'Responsibility to Protect', passed by the UN in 2005, can be said to demonstrate a clear reduction in national sovereignty, approving intervention in states by external military force in order to prevent crimes against humanity. Its adoption at the UN was unanimously approved by all member states, however, it could be argued that every state exercises their sovereignty through the application of the doctrine, permitting them to expect others to abide by it.

The use of humanitarian intervention is dependent on where power lies in the international system. For powerful states, it is a useful means by which to interfere in the internal affairs of a nation state which is in some way rogue and cannot be brought 'onside' to the dominant political or economic agenda. In this sense, humanitarian intervention doesn't just undermine national sovereignty, but does so strategically.

Answers on page 55.

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Exam Tips

Revision

Remember when you are revising that you don't have to know everything to help you write answers in this exam. The majority of marks in the exam (60%) will be based on a debate in modern global politics. So when you revise, revise facts, but also to rehearse your opinion on the academic debates in the specification to justify your arguments in an exam.

Where in other subjects you might just revise the facts, in Politics this is not an idea of the main arguments and points of contention on every topic. You need to know about global politics, but if you don't apply your knowledge to any of the themes, it will be impossible to achieve high marks.

In order to get the highest marks, you should always know the specification before you start an exam. There are a few easy ways to do this:

- writing plans based on past papers
- imagining the questions that could be asked by going through the specification answers to the questions
- reading opinion pieces in newspapers, listening to political debates and programmes with opposing opinions

In the exam

When you start the exam, you might well feel nervous and you might find you should answer the questions. Here is a cheat sheet for the exam:

Section A – 15–20 minutes

One 12-mark comparison question

AO1: 6

AO2: 6

Section B – 15–20 minutes

One 12-mark comparative theory question

AO1: 6

AO2: 6

Section C – 80–90 minutes

30-mark essay question. Choose 1

AO1: 6

AO2: 10

AO3: 10

Note these timings are not gospel, but are roughly in proportion to the marks available.

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Mock Exam

Look over the following three sections and try your best to answer as you would under exam conditions. You have two hours to complete all three sections. When you have finished, check your answers against the indicative content from page 56.

Section A: Comparison Question

Answer either Question 1(a) or Question 1(b).

Either

1. (a) Examine the criteria for membership of the UN Security Council and the UN General Assembly.

Or

- (b) Examine the factors that have contributed to political and cultural globalisation.

Section B: Comparative Theories Question

Answer Question 2.

In your answer you must consider the relevance of at least one country.

2. Analyse how realists and liberals understand the role of non-state actors in international relations.

Section C: Essay Question

Answer TWO questions chosen from 3(a), 3(b) and 3(c).

3. (a) Evaluate the extent to which regionalism undermines globalisation.

You must consider this view and the alternative to this view in a balanced way.

- (b) Evaluate the extent to which the BRICS nations can be considered great powers.

You must consider this view and the alternative to this view in a balanced way.

- (c) Evaluate the effectiveness of global economic governance in reducing poverty.

You must consider this view and the alternative to this view in a balanced way.

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12-mark Comparison Ques

Task #1: Fixing an Answer

The task requires you to look at the 8-mark answer and describe how you get to a 12-mark answer. If you look at the examiner's comments in the previous page, you will find a few clues as to how you could improve the answer.

The main feature missing from this essay is analysis, which is underdeveloped. To improve the answer, there should probably be a lot more analysis of the presented evidence, defining what a superpower is, and connecting that definition to the facts presented. The answer should dedicate more time to expanding on a third factor that is missing from the current answer, instead of wasting time by focusing firstly on an incorrect factor (size and population). A strong counterargument that is not needed in the current answer, removing these sections, the requirement is to keep the same structure and length in place.

Here is an example of how the essay could be improved.

Examine the factors that have led to the United States and China being described as superpowers.

The United States and China can firstly be considered superpowers due to their economies, which are much larger than those of any other country. The US economy remains larger overall presently, China's economy is growing much faster and is expected to overtake the US economy by 2030. The United States is the world's largest producer of goods, with its large population of 1.3 billion providing a large supply of labour, and leading the country to being regarded as the 'factory of the world'. Similarly, higher incomes in the USA make it the world's largest consumer, being a key producer of goods and services, and its currency the, US dollar, is the world's reserve currency. All these factors combined constitute significant evidence of the national economies of both the USA and China central to the functioning of the world economy to an extent that is incomparable with any other nation.

Secondly, both China and the USA possess significant military power, a key determinant of hard power. China possesses the world's largest standing army, while the US, meanwhile, has such a large military budget that it exceeds the combined largest military budgets, which includes China's. The USA also has a large number of military bases around the world aimed at securing strategic interests. A realist perspective would argue that superpowers require large militaries to project power globally and defend themselves against any threats. In this regard, China and the USA are the capacity of any other nations.

Finally, a third reason why the USA and China are considered superpowers is their international relations and their strategic interests geopolitically. The United States has a long history of strategic relations with many states in the Middle East, for example, Saudi Arabia and the Gulf nations see the USA as a powerful ally in return for providing military support. Similarly, China's Belt and Road Initiative programme of mass investment across many Asian and African states has become more influential. Superpower status is widely regarded as being the simple accumulation of power, but its strategic use to extend power and influence in the international system. In this sense, both China and the USA use their soft power to achieve such an aim.

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Task #2: Working through a 12-mark Question

12-mark Comparison Questions		
Level	Mark	Description
No level	0	No material worthy of a single mark.
Level 1	1–3	<ul style="list-style-type: none"> AO1 – Students demonstrate surface knowledge and use of concepts surrounding global politics, with little or no evaluation. AO2 – Students show little or no reasoned comparative analysis of theories, making simple links between material and concepts. On the side of the argument, they cannot achieve above a level 1.
Level 2	4–6	<ul style="list-style-type: none"> AO1 – Students demonstrate some knowledge and use of concepts surrounding global politics, which are sometimes evaluated. Some relevant general points are made. AO2 – Students show some signs of comparatively analysing theories, making some relevant links between material and concepts.
Level 3	7–9	<ul style="list-style-type: none"> AO1 – Students demonstrate accurate knowledge and use of concepts surrounding global politics. Knowledge is used to support broader analysis and evaluation. Mostly relevant general points are made. AO2 – Students show mainly reasoned comparative analysis of theories, making relevant links between material and concepts.
Level 4	10–12	<ul style="list-style-type: none"> AO1 – Students demonstrate detailed and accurate knowledge and use of concepts surrounding global politics, which are effectively used to support analysis and evaluation. Relevant general points are made. AO2 – Students show consistently good, reasoned comparative analysis of concepts and theories, making multiple reasoned links between material and concepts.

Examine the factors that have led to the spread of liberal economics and democracy.

Indicative content

Students should identify some of the following points:

AO1 – Examples and evidence

- Since the end of the Cold War, many countries have become liberal democracies. This is evident not only in former Soviet republics, but also in democratic states with closed economies across Europe, Africa and Asia. In the 1990s break-up of Yugoslavia, the pro-democracy Arab Spring of 2011, the fall of dictatorships and move towards democratic norms in countries of South America over the last 30 years.
- Francis Fukuyama described the 'end of history' following the collapse of the Soviet Union, that the liberal democratic model of government would now be adopted by all nations.
- Structural Adjustment Programmes (SAPs) advocated by the IMF / World Bank required liberalising economies a requirement of loans and debt relief.
- The World Trade Organization also promotes the removal of trade barriers and the implementation of policies of trade liberalisation.
- Use of US hard power to make nations more compliant with a US-led world order. Cuba and Venezuela, faced embargoes or economic sanctions, while in the 2000s the US sought to spread democracy around the world by invading Iraq and applying pressure on Iran and North Korea.

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AO2 – Analysis

- The fall of the Soviet Union meant that a coherent ideological alternative no longer existed. The international system changed from being bipolar to one where nations previously allied to the Soviet Union that opposition to the US was no longer viable.
- The global liberalisation of economic policy that occurred during the 1980s and 1990s was key to restoring economic growth that had stalled in the West. The creation of a new global economy was key to restoring profitability. This meant removing trade barriers and taking advantage of cheap labour in developing countries. For globalisation to be successful, the participation of all was essential.
- As the leader of a new unipolar system, the USA emphasised substantial liberalisation, opening up of economies and the promotion of democracy. This suited the global economy which relied on global supply chains and relocating production to the most cost-effective location. The power promoting the moral values of democracy is also important to the global economy.

Analysis (AO2) should be awarded only when it is relevant to do so.

Reward any other content that is reasoned, relevant and accurate.

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12-mark Comparative Theory C

Task #4: Fixing an Answer

The task requires you to look at the 7-mark answer and describe how you get to a 12-mark answer. If you look at the examiner's comments in the previous page, you will find a few clues as to how you could improve the answer.

The main problem with this essay is that it has failed to answer the question. The AO2 content is of a very high quality, it explores realism and liberalism in detail, but it fails to analyse their divisions. The answer would be substantially improved by a more detailed analysis, taking each point made and highlighting the opposite approach's view. How this answer could get 12 marks is discussed below.

Firstly, the realist view of human nature informs realists' view on international relations. Realists believe that humans are self-interested and authority is impossible. In this sense, realists have a very similar view of human nature to the traditional conservative school of thought, and their beliefs are reminiscent of Thomas Hobbes' arguments, especially his description of 'the state of nature'. The lack of a central authority in the international system, called 'anarchy' by realists, is a matter of primary importance. Nation states will similarly act in their own interests, which could lead to conflict. Realists do not believe that international institutions can perform this authoritative function as states will overrule them and continue to pursue their own interests. In contrast, liberals have a positive view of human nature. They see people as altruistic and fully capable of cooperation.

For liberals, there is a moral incentive to create institutions which reflect the positive aspect of human nature. In this sense, the creation of international institutions is vital in ensuring that international cooperation and the best of human nature are reflected in political structures of global governance. Unlike the realist belief that states act in their own interests, liberals seek to enshrine mutual trust within these structures.

Secondly, liberals believe that global interconnectedness will prevent conflict. States are economically dependent on one another. In a liberal international system, all states rely on trade and commerce across borders, and so conflict in the international system with conflict is counterproductive as it will damage the economy and activity of the nation. International institutions play a crucial role in this. The World Trade Organization, for example, seeks to maintain and regulate international trade without tariffs or other barriers to trade, and helps to mediate in the event of a dispute to prevent quick resolution without resorting to tariffs or 'trade wars'. Similarly, the International Monetary Fund and the World Bank play a significant role in promoting economic stability by making reforms consistent with the advancement of the global economy. This complicated structure of international institutions promotes peace through the use of international institutions.

In contrast, realists consider war to be a constant threat in the international system. They describe 'the security dilemma' - a cornerstone of realist thinking. The dilemma asserts that a state acting in its national self-interest will expand its military for defensive purposes; however, this will be interpreted as aggressive by other states, leading to a cycle of arms racing and conflict.

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then do the same, leading to an arms race and increasing tensions. For to deal with this inevitability is for great powers to form opposing alliances that ensures a balance of power that maintains peace.

Finally, realists view international institutions as ineffective, as they are seen as cooperation that is outside of a nation state's interests, and often as a reflection of power in the international system as it exists between states. They are too easily open to capture by powerful states, and do little more than reinforce the dominance that would already exist. This viewpoint could be supported by the dependency that some accuse the IMF / World Bank of creating between the Global North and South countries. It is alleged that conditions imposed by IMF / World Bank for removal of trade barriers, leave domestic industry open to takeover by foreign multinational companies meaning developing nations are forced to compete in the international market on the terms set by hosts for large corporations based in the Global North. In this sense, international institutions do little more than perpetuating already existing relations in the global system.

Liberals differ greatly in this respect, seeing institutions as not only a reflection of power but also a beacon of progress. For liberals, institutions set standards of behaviour and global governance that nation states must then follow. In this sense, unlike the realist view of states leading institutions, for liberals, institutions lead states.

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Sample 12-mark Comparative Theory Question

Analyse how realists and liberals understand the concept of security.

12-mark Comparative Theory Questions		
Level	Mark	Description
No level	0	No material worthy of a single mark.
Level 1	1–3	<ul style="list-style-type: none"> • AO1 – Students demonstrate surface knowledge of theories and concepts surrounding global politics and evaluation. Some relevant general points are made. Students make some relevant and occasionally justified links to at least one comparative theory. • AO2 – Students show little or no reasoned comparison of concepts and theories, making simple links between them.
Level 2	4–6	<ul style="list-style-type: none"> • AO1 – Students demonstrate some knowledge and understanding of theories and concepts surrounding global politics, which is used to support analysis or evaluation. Some relevant general points are made. Students make some relevant and occasionally justified links to at least one comparative theory. • AO2 – Students show some signs of comparative analysis of concepts and theories, making some relevant links between them.
Level 3	7–9	<ul style="list-style-type: none"> • AO1 – Students demonstrate accurate knowledge and understanding of theories and concepts surrounding global politics, which is used efficiently and is relevant to the broader analysis or evaluation. Relevant general points are made. Students make occasionally justified links to at least one comparative theory. • AO2 – Students show mainly reasoned comparison of concepts and theories, making relevant links between them.
Level 4	10–12	<ul style="list-style-type: none"> • AO1 – Students demonstrate detailed and accurate knowledge and understanding of theories and concepts surrounding global politics, which are used efficiently and effectively to relevantly support analysis or evaluation. Relevant general points are made. Students make justified links to at least one comparative theory. • AO2 – Students show consistently good, reasoned comparison of political concepts and theories, making multiple relevant links between material and concepts.

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Indicative content

Students should identify some of the following points:

AO1 – Examples and evidence

- The realist concept of the security dilemma, which asserts that a state's actions can be interpreted as aggressive by other states, which will in turn increase their armaments, leading to an arms race and paradoxically creating a less secure world.
- The liberal concept of collective security – a belief that nation states should work together to deter security threats, and that such an alliance will strengthen the security of all. The principle of collective security is a good example of this.
- Samuel Huntington's Clash of Civilisations theory states that conflict in the twenty-first centuries is inevitable due to conflicting cultural identities.

AO2 – Analysis

- Liberals and realists have different opinions on trust. Realists believe that states are not to be trusted, while liberals view trust as essential in the international order. There are two main understandings of security, one of which is based on cooperation and the other based on mistrust and suspicion. These differing views on trust are based on differing views on human nature. This is a good opportunity for synoptic content, as the realist and the positive liberal view in relation to human nature can be discussed.
- The difference between liberals and realists on security can be understood by looking at their solutions to the problem. For realists, strategic alliances based on national interest and power are the answer. For liberals, it is interconnectedness and globalisation.
- The understanding of the two approaches in relation to security can also be understood by looking at their differing views on power. For realists, hard power is important and is assured only through military and economic force. For liberals, other factors of equal importance, such as diplomacy and cultural influence, which they believe are more effective in finding solutions to security issues.

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30-mark Essay Question

Task #5: Understanding a Question

Evaluate the extent to which international law is effective at reducing global

You must consider this view and the alternative to this view in a balanced way

Keyword 1: Evaluate

Keyword 2: Effective

Keyword 3: Reducing

Understand the Question

- *The question is asking me to determine whether or not international law conflict around the world.*
- *In my answer I will explore both sides of this debate, using relevant evidence to support my conclusion.*
- *My conclusion will be:* this can be anything. You could decide that international law is effective, that it does nothing at all, or that the results of its use are mixed. You must explain why you have come to your conclusion, and ensure your explanation is supported with relevant evidence. There is no right or wrong answer, but you must explain why you have reached your conclusion!

Structure Your Response

This is an example of how you could structure an answer. There are many ways to structure an answer to the same question.

Introduction

- *International law is a series of legally binding treaties, organisations and agreements between nation states which lay out the basis upon which international affairs are conducted. In particular, the grounds on which conflict can or cannot take place.*
- *The two sides of this debate are the liberal view that international law is effective at managing and reducing global conflict, and the realist view that conflict occurs regardless of international law, occurrence largely down to the international balance of powers, rendering international law ineffective.*

Point 1

- *International law is not particularly effective at reducing conflict because conflict has increased in recent decades in places such as Eastern Europe, the Middle East, and Africa.*
- *However, this can be attributed to the fall of the Soviet Union and the end of the Cold War, in which a careful balance of power no longer exists, rather than any failure of international law.*
- *In summary, an increase in global conflict cannot be directly attributed to the failure of international law.*

Point 2

- *International law is effective as the establishment of the International Criminal Court (ICC) to charge and prosecute war criminals acts as an important new deterrent.*
- *However, there is little evidence that this has been effective at reducing conflict. The ICC has been criticised for charging people in an inconsistent manner.*
- *In summary, the ICC can be said to have played a fairly minor role in reducing global conflict.*

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Point 3

- International law is effective because the UN Security Council has the authority to resolve conflict, and if it has not done so then it must take action against it.
- However, this is all much clearer in theory than in practice. Major power conflict without a clear resolution, such as in the case of the Iraq War, takes place without any coherent or coordinated response from the Security Council.
- In summary, it is difficult to argue that the authority of the Security Council is reducing conflict.

Point 4

- International law is not effective because it is vague and difficult to enforce. If broken it can hide behind the principle of state sovereignty.
- However, without it there would be no clear basis upon which the international community could intervene to prevent atrocities or place any restrictions on the powerful. If the mechanisms of international law restrict powerful nations, then the mechanisms of international law restrict powerful nations. This could be evident from the USA not intervening militarily in the Balkans or the international consensus, for example.
- In summary, international law is imperfect and should be more clearly defined. In the absence of any international law would leave conflict entirely unchecked and increase its occurrence.

Conclusion

- Overall, it has been demonstrated that international law has an important role to play in resolving conflict, but it also has many flaws. Based on the evidence, I would judge it to be ineffective at reducing conflict, primarily because it is vague and difficult to enforce. It is also inconsistently, based on where power lies in the international system. Countering that this does not mean a sovereignty-first approach would be the best solution.

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Sample 30-mark Essay Question

30-mark Essay Checklist		
AO	Marks	Level description
AO1 Knowledge	9–10	Students demonstrate accuracy with a visible attention to their knowledge and understanding of theories and concepts surrounding US politics. Their knowledge is integrated consistently to support analysis and evaluation. The result is convincing general points to the answer.
	7–8	Students demonstrate detailed and accurate knowledge of theories and concepts surrounding US politics, which is used effectively to relevantly support analysis and evaluation. General points are made.
	5–6	Students demonstrate accurate knowledge and understanding of theories and concepts surrounding US politics. Knowledge is used to support the broader analysis and evaluation. Mostly general points are made.
	3–4	Students demonstrate some knowledge and understanding of concepts surrounding US politics, which are sometimes used in analysis or evaluation. Some relevant general points are made.
	1–2	Students demonstrate surface knowledge and understanding of concepts surrounding US politics, with little or no analysis or evaluation.
	0	No content worthy of marking.
AO2 Analysis	9–10	Students show strong perception in formulating a reasoned analysis of political concepts or theories, making consistently convincing links between material and concepts.
	7–8	Students show consistently good, reasoned analysis of political concepts or theories, making multiple reasoned links between material and concepts.
	5–6	Students show mainly reasoned analysis of political concepts or theories, making relevant links between material and concepts.
	3–4	Students show some signs of analysing political concepts or theories, making some relevant links between material and concepts.
	1–2	Students show little or no reasoned analysis of political concepts or theories, making simple links between material and concepts.
	0	No content worthy of marking.
AO3 Evaluation	9–10	Students engage in building an entirely relevant evaluation on politics, making strongly effective and reasoned judgements and arguments throughout. Conclusions are entirely reasoned as a result of the analysis.
	7–8	Students build an almost fully relevant evaluation on politics, making strong judgements and arguments throughout. This results in reasoned conclusions.
	5–6	Students build a mostly relevant evaluation on politics, making judgements and arguments throughout. This leads to general conclusions.
	3–4	Students engage in formulating some evaluative work on politics, making some relevant judgements. Some of these arguments are descriptive in content, leading to poorly reasoned arguments.
	1–2	Students engage in little or no evaluative work on politics, making judgements. Many of these arguments are only descriptive in content, leading to poorly reasoned arguments.
	0	No content worthy of marking.
Balance		If the answer is not balanced and does not consider both sides in a question, it cannot receive above a level 2.

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Question: Evaluate the effectiveness of universal human rights.

Indicative content

In demonstrating knowledge and understanding (AO1) students should identify

Universal human rights are effective

- The universal declaration of human rights was adopted in 1948 by the unanimous vote.
- The universal element means that everyone is entitled to protection un of birth.
- The declaration is considered a key document of the UN and a constit due to references to 'universal rights' in the charter.

Universal human rights are not effective

- It is a matter of debate whether or not the declaration is a document of courts. Most prominently the US Supreme Court – have ruled that it
- The principle of national sovereignty can be said to conflict with the d
- Students can refer to a long list of human rights abuses that have taken without any response from the international community, such as the during the 'War on Terror', or the use of the death penalty in the USA

In analysing (AO2) and evaluating (AO3) students should identify some of the fo

Universal human rights are effective

- Codified universal human rights, such as those set out by the declarat nation states are expected to conform to, and that oppressed people ex experience on the basis of.
- Many legal experts consider universal human rights to be binding and been cited in courts.
- It is right that the declaration should be ambitious: it would be wrong to basic human rights. It is better that a high, inclusive standard is set a low standard which helps to justify more abuses.

Universal human rights are not effective

- The universal rights set out in the declaration are too broad and too v ability to interpret them as they see fit.
- They are simply not binding. Human rights violations continue to tak states can justify their actions on the basis of national sovereignty.
- Human rights violations are not only committed by nation states, and significant consideration w the declaration was drawn up.

Students should be able to introduce the topic in a satisfying way, signpos argument, conclude effectively with concise attention to the question, thoroughly supported.

Analysis (AO2) and evaluation (AO3) marks should be awarded only when

Reward any other content that is reasoned, relevant and accurate.

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Exam Skills Task Answer

The Importance of Balance

'Unilateral military action undermines NATO's principle of collective security.' The first paragraph is **balanced**. It makes an argument firstly in favour of security threats, and then counters with an argument suggesting that it is provoking security threats.

The second paragraph is politically **partisan**. It describes the war in Afghanistan as 'do' and 'justified', which are value judgements that are not appropriate in this answer.

The third paragraph is **unbalanced**. It considers no evidence that might suggest that the war was in this case justified, and the failure to look at any possible counterargument in this answer.

'The differing views of realists and liberals towards progress.'

The first paragraph is **partisan**. It is clearly opposed to the realist conception of progress, which describes as 'fundamentally dangerous'. The author needs to form such opinions on the evidence presented, and would be better off qualifying their judgments with 'as argued that...'

The second paragraph is **balanced**. It compares and contrasts the two theories of progress over an equal time, and expressing their beliefs fairly and without bias.

The final paragraph is **unbalanced**, presenting only a critique of the liberal conception of progress and counterargument.

'Humanitarian intervention undermines national sovereignty.'

The first paragraph is **partisan**. It uses highly charged and emotive language to describe the invasion of Iraq as 'destructive' and an 'onslaught', which is not appropriate in this answer.

The second paragraph is **balanced**, presenting relevant evidence and analysis to support both sides of the argument.

The third paragraph is **unbalanced** as, although it presents a more nuanced view of the point of view that is in favour of the state, it does not present any evidence to support this view.

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Mock Exam Indicative Content

Question 1 (a): Examine the criticisms of the UN Security Council and the UN

Indicative content

AO1 – Examples and evidence

- The UN Security Council has five permanent members: China, France, the main victors of the Second World War.
- Permanent members of the Security Council have the power to veto and disagree with, ensuring it cannot take effect.
- The UN General Assembly is comprised of all 193 UN member states. Each nation has one equal vote.
- The UN General Assembly has responsibilities such as selecting non-permanent members of the Security Council and the UN Secretary General. It can vote on international law by a simple majority. With a two-thirds majority, it can also admit new member states.

AO2 – Analysis

- The UN Security Council is criticised for being unrepresentative of the member states, instead placing excessive emphasis on its permanent members. It has long been argued that membership of the Security Council should be based on a fair representation of the world. Little progress in this regard has been made.
- The power of veto wielded by permanent members of the Security Council has meant certain states that have repeatedly violated general assembly resolutions are protected by an ally with veto power, and it has led to inaction over serious security when the five members have failed to agree. It is argued that this leaves the five most powerful nation states in total control of global affairs.
- The UN General Assembly is often criticised for being weak and ineffective. Issues of global politics carry little weight and are frequently ignored, being pejoratively as a 'talking shop'.
- The decisions made by the General Assembly are not binding on member states. The majority of the UN's members have very little power to influence the organisation, aside from those on the Security Council.

Analysis (AO2) marks should be awarded only when it is relevant to do so.

Reward any other content that is reasoned, relevant and accurate.

Question 1 (b): Examine the factors that have contributed to political and cultural

Indicative content

AO1 – Examples and evidence

- Political globalisation can be defined as the spread of a liberal democratic system around the world and in places previously regarded as forming a different system.
- Political globalisation can also refer to the increasing move away from traditional structures of global governance and international institutions.
- Cultural globalisation can refer to the emergence of a global civil society. States around the world increasingly have more in common.

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AO2 – Analysis

- The end of the Cold War represented an ideological defeat for communist social and political organisation that collapsed from state power around 1990.
- The fall of the Soviet Union also meant the international system moving to a new system, with the USA acting as an unrivalled superpower. This allowed the international system as it saw fit to a greater extent, and promote its liberal government.
- The pooling of sovereignty in supranational institutions such as the EU is said to have contributed to political globalisation, and it has led to a debate on state sovereignty and whether the nation state is becoming less powerful in global governance.
- The rise of non-state actors such as MNCs and NGOs increases the new authority at the supranational level.
- Cultural globalisation can be said to have a number of causes. A major cause is migration, as a result of the development of an international division of labour.
- Other factors that contribute to a more global civil society include travel, cultural differences and technological innovations in information and communication.

Analysis (AO2) marks should be awarded only when it is relevant to do so.

Reward any other content that is reasoned, relevant and accurate.

12-mark Comparison Questions		
Level	Mark	Description
No level	0	No material worthy of a single mark.
Level 1	1–3	<ul style="list-style-type: none"> • AO1 – Students demonstrate surface knowledge and understanding of theories and concepts surrounding global politics, with little or no analysis or evaluation. • AO2 – Students show little or no reasoned comparative analysis or theories, making simple links between material and one side of the argument, they cannot achieve above Level 1.
Level 2	4–6	<ul style="list-style-type: none"> • AO1 – Students demonstrate some knowledge and understanding of theories and concepts surrounding global politics, which are some analysis or evaluation. Some relevant general points are made. • AO2 – Students show some signs of comparatively analysing theories, making some relevant links between material and one side of the argument.
Level 3	7–9	<ul style="list-style-type: none"> • AO1 – Students demonstrate accurate knowledge and understanding of theories and concepts surrounding global politics. Knowledge is used to the broader analysis or evaluation. Mostly relevant points are made. • AO2 – Students show mainly reasoned comparative analysis or theories, making relevant links between material and one side of the argument.
Level 4	10–12	<ul style="list-style-type: none"> • AO1 – Students demonstrate detailed and accurate knowledge of theories and concepts surrounding global politics, which are effectively used to relevantly support analysis and evaluation. Multiple relevant points are made. • AO2 – Students show consistently good, reasoned comparative analysis of political concepts and theories, making multiple relevant links between material and one side of the argument.

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Question 2: Analyse how realists and liberals understand the role of non-state actors in the international system.

Indicative content

In analysing the differences between the two legislatures, students should consider the following points:

AO1

- Realists view nation states as the key actors in global politics, and believe that they are responsible for international events and historical developments.
- Liberals recognise a multitude of non-state actors and their role in the international system.
- Non-state actors include profit-making MNCs and non-profit NGOs.

AO2

- Liberals take the view that non-state actors such as multinational corporations and NGOs are a positive thing as it increases interconnectedness of states, as well as boosting economic activity.
- Liberals are also in favour of non-governmental organisations such as Amnesty International, acting as independent arbiters of international standards on issues such as human rights, poverty and health, believing they can step in where governmental organisations are unable to.
- Liberals also place great emphasis on social movements and their ability to influence change in the international system.
- Realists would reject all of this, instead contending that nation states are the only actors that matter. They further contend that non-state actors derive any power they may have from the support of nation states.
- Realists are especially sceptical of the idea of social movements, arguing that they are fundamentally in military and economic strength.
- For synoptic content, students could refer to conservatism's belief in the importance of the nation state to explain why realists oppose the idea that power could disperse through the international system and away from its source in nation states.

Analysis (AO2) marks should be awarded only when it is relevant to do so.

Reward any other content that is reasoned, relevant and accurate.

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12-mark Comparative Theory Questions		
Level	Mark	Description
No level	0	No material worthy of a single mark.
Level 1	1–3	<ul style="list-style-type: none"> • AO1 – Students demonstrate surface knowledge of theories and concepts surrounding global politics evaluation. Some relevant general points are made with references to any comparative theories. • AO2 – Students show little or no reasoned comparison of concepts or theories, making simple links between them.
Level 2	4–6	<ul style="list-style-type: none"> • AO1 – Students demonstrate some knowledge and understanding of theories and concepts surrounding global politics, which support analysis or evaluation. Some relevant general points are made. Students make some relevant and occasionally justified links to at least one comparative theory. • AO2 – Students show some signs of comparative analysis of concepts and theories, making some relevant links between them.
Level 3	7–9	<ul style="list-style-type: none"> • AO1 – Students demonstrate accurate knowledge and understanding of theories and concepts surrounding global politics, which is efficient and is relevant to the broader analysis or evaluation. Relevant general points are made. Students make occasionally justified links to at least one comparative theory. • AO2 – Students show mainly reasoned comparison of concepts and theories, making relevant links between them.
Level 4	10–12	<ul style="list-style-type: none"> • AO1 – Students demonstrate detailed and accurate knowledge and understanding of theories and concepts surrounding global politics, which are used efficiently and effectively to relevantly support analysis or evaluation. Relevant general points are made. Students make justified links to at least one comparative theory. • AO2 – Students show consistently good, reasoned comparison of political concepts and theories, making multiple relevant links between material and concepts.
Theories		If the answer does not refer to every named theory, it cannot receive a level 1.
Synoptic content		If the answer does not make any synoptic connections, it cannot receive a level 4.

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Question 3(a): Evaluate the extent to which regionalism undermines globalisation

Indicative content

AO1

- The process of globalisation has accelerated since the 1980s due to the economies, innovation in technology and the creation of an international system.
- Regional arrangements and organisations such as the EU, NAFTA and the APEC are global players and constitute free trade areas for their members while dealing as a bloc.
- The notion of supranational arrangements has gained traction in contemporary international relations as a result of both globalisation and regionalism.

In the analysis (AO2), evaluation (AO3) and comparison of arguments, students should consider the following points:

Regionalism undermines globalisation

- Because regional organisations often negotiate trade arrangements as blocs, they may maintain tariffs on their goods and services prior to reaching agreement, which is contrary to the principle of open economies – a key aspect of globalisation.
- Regional blocs aim to pool sovereignty so they can compete to a greater extent in the global market. This means they are simply recreating nation states at a higher level, rather than cooperating across borders.
- The creation of a regional bloc in one continent or subcontinent creates incentives for other organisations to form elsewhere. Far from globalisation, this is dividing the world into power blocs.

Regionalism does not undermine globalisation

- The tendency towards reducing trade barriers within regional blocs and the resulting increase in trade areas are a critical part of globalisation. Indeed, in trade blocs such as the EU, which are often seen as one of the more ardent promoters of globalising tendencies.
- Globalisation specifically refers to the increasingly interconnectedness of the world, and as regionalism also advances. They are two parts of the same process.
- Regional power blocs allow medium-sized nation states to compete with the major powers, making globalisation more competitive and increasing the likelihood that global economic structures will be replicated.

Students should be able to introduce the topic in a satisfying way, signpost their argument, and conclude effectively with concise reference to the question. The answer should be thoroughly supported.

Analysis (AO2) and evaluation (AO3) marks should be awarded only when the student's argument is well supported.

Reward argument content that is reasoned, relevant and accurate.

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Question 3(b): Evaluate the extent to which the BRICS can be considered great powers.

Indicative content

AO1

- The BRICS nations are Brazil, Russia, India, China and South Africa. The nations which are commonly considered emerging global powers.
- A great power is defined as a nation state which has global influence and significant hard power.
- More than 3 billion people live in BRICS nations – more than a third of the world's population.
- BRICS is a formal international organisation which holds regular summits of its five countries.

In the analysis (AO2), evaluation (AO3) and comparison of arguments, students should consider the following points:

BRICS can be considered great powers

- The BRICS nations have a large labour force and rapidly increasing status, which makes the population of those countries significant economic actors, at the disadvantage of their cheaper surplus labour to build manufacturing bases, making them economically powerful.
- All five BRICS nations have significant diplomatic power and are G20 members, giving them influence in the group.
- The BRICS nations are all regional hegemonies which have a significant influence on a wider geographic region as well as their own interests.
- The BRICS nations organise together in order to strengthen their voice, which is a clear attempt to exert global influence over other powerful states.

BRICS cannot be considered great powers

- There are significantly different levels of power status between the BRICS nations. For instance, China wields significantly less economic and military power than the USA, which is often considered a superpower, with vastly more economic power than China and is easily capable of exerting influence on its own. Russia is a former superpower, but lacks many features of this status – for instance, a very large military – but has a far smaller influence than the other BRICS nations.
- Similarly, the BRICS nations do not enjoy uniformly the same amount of power. India, for instance, being able to wield significant influence regionally does not constitute a great power, which must exert its power globally.
- The very fact that the BRICS nations work together to present a united front on global issues could imply that they are not great powers, as great powers are as effective in exerting influence alone.

Students should be able to introduce the topic in a satisfying way, signpost their argument, and conclude effectively with concise attention to the question, which is thoroughly supported.

Analysis (AO2) and evaluation (AO3) marks should be awarded only when the argument is well supported.

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Question 3(c): Evaluate the effectiveness of global economic governance in

Indicative content

AO1

- The IMF and the World Bank are responsible for providing loans and debt relief to indebted nations, usually in the Global South.
- Structural Adjustment Programmes (SAPs) advocated by the IMF / World Bank require a range of political and economic reforms to be conducted by nation states which receive loans.
- The World Trade Organization is responsible for promoting the removal of trade barriers around the world and mediating trade disputes between nation states.
- The G7 is a group of seven powerful nations which meet at annual summit to discuss global economic governance. In recent years, the larger G20 has increased in prominence.

In the analysis (AO2), evaluation (AO3) and comparison of arguments, students should address the following points:

Global economic governance does reduce poverty

- The global economic order that is maintained and promoted by international institutions is widely credited with making the world more economically efficient and has helped to lift more than 1 billion people out of poverty since the 1970s.
- Loans provided by the IMF and the World Bank can help to stabilise nations during periods of global economic shock or severe recessions, as they can provide emergency funding to prevent poverty.
- In its role of mediating trade disputes, the WTO can help producers of goods to secure their sale, and help them to expand their production.
- The G7 provides the global economic system with vital leadership and helps to maintain global economic growth. The increasing role of the G20 with such global leadership is increasingly concerned with the plight of developing nations in the Global South and poverty reduction.

Global economic governance does not reduce poverty

- The roles of the IMF and the World Bank are controversial. They are accused of turning developing nations into relations of economic dependence on industrialised nations through direct investment due to the conditions placed on their loans, which usually require privatisation in the Global South.
- The WTO is frequently accused of giving favourable treatment to powerful nations and institutionalising unfair trade practices without the consent of developing nations, leading to meeting practices.
- Leadership provided by the G7 and the G20 is often more focused on protecting the interests of wealthy nations and wealth distribution rather than poverty reduction. They are often more responsive to the needs of transnational corporations than to wider civil society.

Students should be able to introduce the topic in a satisfying way, signpost the main argument, and conclude effectively with concise attention to the question. The analysis should be thoroughly supported.

Analysis (AO2) and evaluation (AO3) marks should be awarded only when the analysis is

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