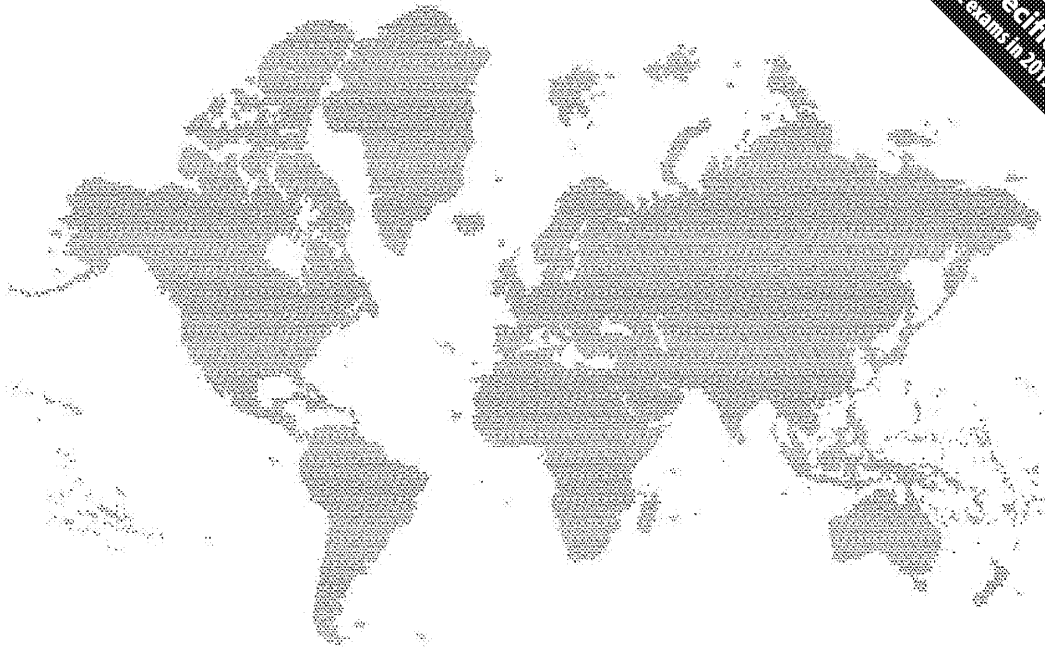




Politics

A Level | Edexcel | 9PLO

2017 specification
first exams in 2019



Practice Exams for A Level Edexcel Politics

Component 3B: Comparative Politics –
Global Politics

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Teacher's Introduction

This resource consists of four Paper 3B practice papers and mark schemes that can be used by teachers to prepare learners to be examined for the Comparative Politics: Global module as part of their Edexcel A Level Politics course (9PLO/3B). The well-known saying suggests 'practice makes perfect' and hopefully the papers will help learners to perfect their exam skills, which will be particularly critical given the linear assessment requirements. The qualification is assessed via an exam at the end of the course, so consequently ensuring students are familiar with the style and content of the paper is essential to provide them with the best chance of securing pleasing results.

Remember!

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

The papers are written to cover all topics within the Edexcel specification for this module. They have been produced after a thorough assessment of the specimen papers produced by the exam board to ensure that the questions are written in a similar format, tone and style to those students will face in the real exam.

Using this resource

This resource can be used in a number of ways to help students to prepare for their exam. It can be used independently by students or as a teacher-led exercise. Here are a few suggestions:

- **Homework:** The papers could be completed by students as homework tasks. Students could be given one or two sections to complete in the run-up to the exam, or alternatively the questions could be divided up and given to students as they progress through the various topics to review their learning.
- **In-class exam:** The practice papers make ideal mock exams to complete under timed exam conditions as they are based on the format of the final exam. There is a mark scheme and suggested answers to accompany every question. The mock exam will then enable teachers to pinpoint the topics that students find challenging, review students' exam technique / time management and tailor any intervention activities appropriately. The benefit of using these practice papers as mock exams is that the mark schemes are not in the public domain (unlike past and specimen papers produced by the exam boards which are posted on their websites), so they give teachers a true picture of how students perform when tackling an unseen paper.
- **In class:** The papers could be 'walked through' in their entirety or divided up into sections to give the students guidance related to the requirements of an exam. Using the mark schemes, teachers can inform learners of how marks are awarded and the difference between the levels on the extended-mark questions.
- **Exam technique:** The papers can be used to help students of all levels to enhance their exam technique. They can become familiar with what is required from an 'examine', 'analyse' and 'evaluate' question so they are aware of the detail expected for each level of response. Students could complete a range of question styles and peer-mark their responses to the practice questions to give them the opportunity to 'think like an examiner'.
- **Revision:** When the students are approaching their final exams, a whole practice paper could be given to them to complete. This technique may be particularly appropriate for over a holiday period, e.g. Easter or half term. When the students return from their holiday, the teacher can mark the entire paper and also share the mark scheme with the students so they can see how their responses compare.

January 2021

Exam Paper Structure

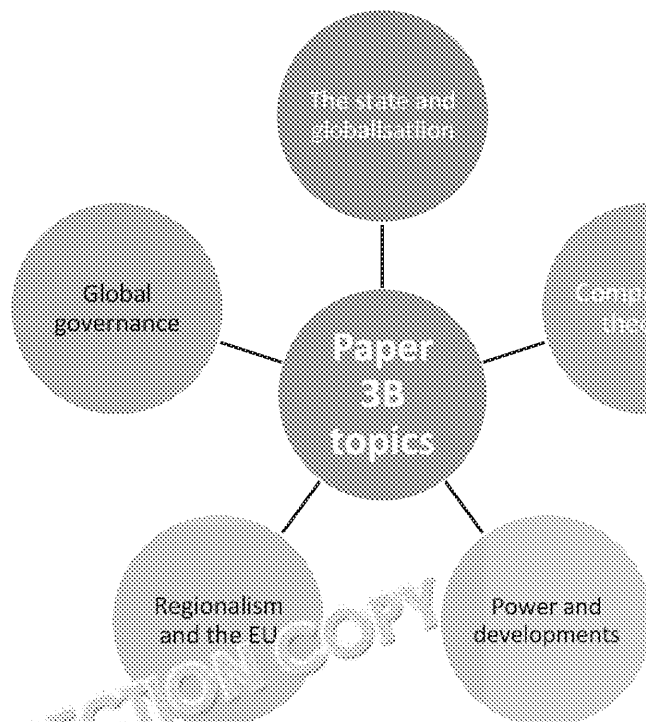
The Edexcel A Level Comparative Politics: Global (9PL0/3B) exam runs from 2019 exam in the summer of their final year of study. This paper will make up 33% of the

There are no higher and foundation tiers so all candidates entered will sit the same

Students have two hours to complete the papers, with a maximum of 84 marks available

Each paper is divided into three sections: A, B and C. In section A, students will be presented with three short questions, and must only answer one. In Section B, students will be presented with two comparative theories in global politics, which they must answer. In Section C, students will be presented with three 30-mark essay questions, and must answer all three.

Questions in section A will require students to discuss, compare and contrast two theories, assessing their AO1 and AO2 skills. To receive the highest marks, students must demonstrate a deep understanding of global politics in their answer. The question in Section B will require students to compare two theoretical approaches to global politics, assessing their AO1 and AO2 skills. In Section C, students must draw links with theoretical approaches studied in the Core Political Science course. Questions in section C will require students to evaluate both sides of an issue in global politics, and justify their own conclusion. This section will assess their AO1, AO2 and AO3 skills. To receive the highest marks, students must provide a balanced answer, giving equal weight to both sides of the argument.



Students should always look at the number of marks awarded for each question to determine the amount of depth a student should include within a response.

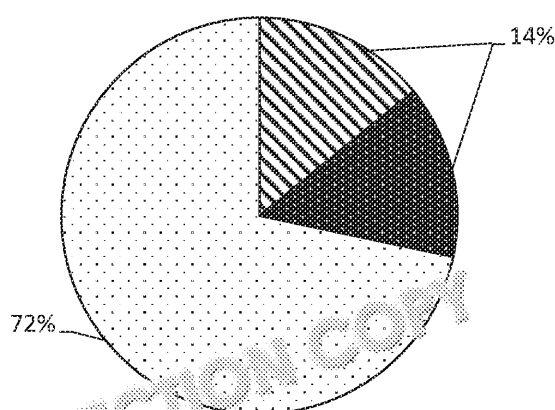
Time management is a critical skill for A Level Politics students to master. It is a good idea for candidates to divide their 120 minutes across the 84 marks offered throughout the examination. For example, if a question is worth 12 marks and, therefore, approximately 17 minutes should be spent reading and answering this question. The majority of the time in this examination should be spent on the essay questions. For example, if a question is worth 30 marks, then 43 minutes should be dedicated to each section C question required.

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Time allocation



Being disciplined with the time available is critical. Spending extra time answering one question will disadvantage the time available for another. There is a risk that the number of marks achieved on a particular question are less than what could have been achieved by staying on task.

Command words

The following table outlines some of the commonly used command words for the face when completing these papers.

| Command word | Overview |
|--------------|--------------------------------------------------------------------|
| Analyse | Divide information into separate parts and identify their features |
| Evaluate | Make a judgement with consideration to the benefits and costs |
| Examine | Discuss, compare and contrast while providing relevant evidence |

Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same for all exam board qualifications. Here are the AOs and their weightings.

| | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AO1 | <ul style="list-style-type: none"> Demonstrate knowledge and understanding of economic concepts 35% of marks available |
| AO2 | <ul style="list-style-type: none"> Apply knowledge and understanding of economic concepts and issues 35% of marks available |
| AO3 | <ul style="list-style-type: none"> Analyse and evaluate economic information and issues to demonstrate economic activity, make judgements and draw conclusions 30% of marks available |

Exam technique

Many students rush straight into writing their answer. This is inadvisable as rushing does not address the question asked and at best may lead to poorly structured responses. Often helps to improve the quality of answers composed; however, it is important as it may leave candidates insufficient time to actually write their answer.

Candidates should spend a few minutes planning their answer. They could use a point list to outline the basic structure and key points.

Activity – Planning

Ask your students to consider some of the practice questions within this resource and come up with a basic plan for their response to each question.

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ZigZag Practice Exam

Supporting A Level Edexcel

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A Level Edexcel Politics Paper 3B (9PL0/ Comparative Politics, Global Politics

Practice Exam A

Name

Time allowed:

2 hours

INSTRUCTIONS

- Write your name in the box above.
- Answer **four questions** in total.
- In Section A answer **either** 1(a) **or** 1(b)
- In Section B answer **2**.
- In Section C answer two of the questions **either** 3(a) **and/or** 3(b) **and/or** 3(c)

INFORMATION

- The marks for each question are shown in brackets.
- The maximum mark for this paper is 84.

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SECTION A

Answer **only one** question. Choose between Question 1A and Question 1B.

- 1 (a) Examine the factors that determine whether a nation state is democratic.
- (b) Examine the significance of regionalism (such as the European Union) for global politics.

SECTION B

Answer Question 2.

- 2 Analyse whether Hardin's concept of the Tragedy of the Commons supports global politics.

You must answer with reference to relevant core political ideas.

SECTION C

Answer **two** questions. Choose between Question 3A, Question 3B and Question 3C.

- 3 (a) Evaluate the extent to which interconnectedness is beneficial to development.
You must answer this question in a balanced way.
- (b) Evaluate the extent to which national sovereignty is undermined by regionalisation.
You must answer this question in a balanced way.
- (c) Evaluate whether the current global system is unipolar.
You must answer this question in a balanced way.

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Preview of Questions Ends Here

This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

Practice Exam B

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| Q | Indicative content | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1A | <p>Examine the criticisms of multinational corporations and foreign direct investment</p> <ul style="list-style-type: none"> Multinational corporations are large businesses with their ownership structures spread across several countries, but whose production processes are spread out internationally. FDI is the presence and operation of multinational corporations in a country and the contributions they make to developing economies. One major criticism of MNCs/FDI is the infant industry argument. Through trade barriers and the opening up of a developing economy to global markets, domestic firms struggle to compete with large MNCs, who will usually take them over or force them out of business. Because MNCs are foreign-owned, much of the revenue generated does not contribute to the local economy but is returned to the wealthier nations where the MNC is based. This stalls the process of economic development in Global South countries. It widens the North–South divide as the developing economy becomes part of the global economy controlled elsewhere rather than building capacity to compete with developed countries on their own terms. It also argues this process locks developing countries into relationships with developed countries. Some go further, saying this represents ‘economic imperialism’. Another reason MNCs are attracted to developing countries is because of the low wages which allow them to reduce the cost of their production process. However, the practice of maintaining wages at unreasonably low levels given their substantial profits is often criticised for impoverishing local populations in order to maximise profits. By eliminating competition, local populations often have little choice but to work for the MNC in some of the poorest grounds on which to demand better pay or conditions of work. A similar argument is made with regard to the impact MNCs are often accused of having on local resources, such as minerals and materials and causing environment destruction, which often further destroys the local domestic economy to develop. MNCs are often accused of being too powerful and having excessive influence over the governments of developing economies, which often become highly reliant on them. This means MNCs are able to lobby, bribe and intimidate governments to reduce regulations and laws in a way that is beneficial for their business, but not for the local population. In this sense, MNCs stand accused of contributing to corruption in developing countries and weakening democratic institutions through the sheer size and power they exert in these economic environments. Anti-globalisation protests have persistently disrupted international summits, and forced them to take place in gradually more remote and secure locations. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1"> <thead> <tr> <th>AO</th> <th>Marks</th> <th>Level description</th> </tr> </thead> <tbody> <tr> <td rowspan="5">AO1</td> <td>6</td> <td>Students demonstrate detailed and accurate knowledge and understanding of the concepts and theories surrounding global politics, which are used efficiently and relevantly to support analysis and evaluation. Relevant general points are made.</td> </tr> <tr> <td>4–5</td> <td>Students demonstrate accurate knowledge and understanding of the concepts surrounding global politics. Knowledge is used efficiently to support the broader analysis and evaluation. Mostly relevant general points are made.</td> </tr> <tr> <td>2–3</td> <td>Students demonstrate some knowledge and understanding of the concepts surrounding global politics, which are sometimes used to support analysis and evaluation. Some relevant general points are made.</td> </tr> <tr> <td>1</td> <td>Students demonstrate basic knowledge and understanding of the concepts surrounding global politics, with little to no analysis or evaluation.</td> </tr> <tr> <td>0</td> <td>No content worthy of marking.</td> </tr> <tr> <td rowspan="5">AO2</td> <td>4–5</td> <td>Students show consistently good, reasoned comparative analysis of political theories, making multiple reasoned links between material and concepts.</td> </tr> <tr> <td>2–3</td> <td>Students show some signs of comparatively analysing political theories, making some relevant links between material and concepts.</td> </tr> <tr> <td>1</td> <td>Students show little to no reasoned comparative analysis of political theories, making simple links between material and concepts.</td> </tr> <tr> <td>0</td> <td>No content worthy of marking.</td> </tr> <tr> <td>Balance</td> <td></td> <td>The answer must reference both factors included in the question and receive above a level 1.</td> </tr> </tbody> </table> | AO | Marks | Level description | AO1 | 6 | Students demonstrate detailed and accurate knowledge and understanding of the concepts and theories surrounding global politics, which are used efficiently and relevantly to support analysis and evaluation. Relevant general points are made. | 4–5 | Students demonstrate accurate knowledge and understanding of the concepts surrounding global politics. Knowledge is used efficiently to support the broader analysis and evaluation. Mostly relevant general points are made. | 2–3 | Students demonstrate some knowledge and understanding of the concepts surrounding global politics, which are sometimes used to support analysis and evaluation. Some relevant general points are made. | 1 | Students demonstrate basic knowledge and understanding of the concepts surrounding global politics, with little to no analysis or evaluation. | 0 | No content worthy of marking. | AO2 | 4–5 | Students show consistently good, reasoned comparative analysis of political theories, making multiple reasoned links between material and concepts. | 2–3 | Students show some signs of comparatively analysing political theories, making some relevant links between material and concepts. | 1 | Students show little to no reasoned comparative analysis of political theories, making simple links between material and concepts. | 0 | No content worthy of marking. | Balance | | The answer must reference both factors included in the question and receive above a level 1. |
| AO | Marks | Level description | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 1B | <p>Examine the effectiveness of the G7's and G20's role in global governance.</p> <ul style="list-style-type: none"> The G7 is the group of seven powerful allied countries which was formed in global leadership. It consists of Canada, France, Germany, Italy, Japan, the UK and the US. The G20 is a wider group of economically powerful countries which has become more important in recent years. It includes the G7 nations but also countries such as China, India, Russia, Brazil, South Africa, Argentina, Mexico, Indonesia, Turkey, Saudi Arabia, and South Korea. All seven G7 nation states are in the top ten largest economies in the world. The G7's leadership encompasses much of the world's economic, and, therefore, hard, power. Global leadership has to come from these nations as they have the greatest quantitative and qualitative influence in the international system. In addition, the small number of nations in the group makes decision-making easier and deliberation less time-consuming. The G7 nations comprise an even larger proportion of the global economy – estimated at a two-thirds of the world's population. This means that the G20 is capable of making decisions regarding global leadership which have a high level of legitimacy; however, it is difficult to reach given the diversity of interests. It is more likely to be present. The G7 has in the past played a prominent role in global leadership and has achieved many successes in terms of its approach to aid relief and debt cancellation. However, in a world of regional powers, and the rise of China and India. In recent years, such as during the 2007–09 global financial crisis, it is the G20 that has taken more of a leadership role, and increasingly the G20 has become the forum for major decision-making as developing countries grow economically and the significance of the G7 countries in turn lessens. Both organisations come under sustained criticism from civil society and some governments. They are perceived as showing indifference on major international issues, such as tax evasion, poverty, and environmental destruction. Critics accuse the groups of being talking shops, of being more concerned with their own self-preservation, and not willing to tackle any complicated issues that are not on their own governmental agendas. <table border="1" data-bbox="271 1030 1085 1769"> <thead> <tr> <th data-bbox="271 1030 359 1070">AO</th> <th data-bbox="359 1030 454 1070">Marks</th> <th data-bbox="454 1030 1085 1070">Level description</th> </tr> </thead> <tbody> <tr> <td data-bbox="271 1070 359 1433" rowspan="5">AO1</td> <td data-bbox="359 1070 454 1153">6</td> <td data-bbox="454 1070 1085 1153">Students demonstrate detailed and accurate knowledge and understanding of concepts surrounding global politics, which are used efficiently and relevantly to support analysis and evaluation. 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| 2 | <p>Analyse how realists and liberals view universal human rights.</p> <ul style="list-style-type: none"> Realists are highly sceptical of international laws, norms, standards and institutions. They see the international system as one of anarchy, with no overarching authority. They recognise the drafting and implementation of universal human rights, represented by the UN charter, but would argue that the presence of documents such as this does not ensure to enforce the behaviour of nation states, which will act on the basis of their own interests and the state of global power relations. Realists may contend that states would be unwise to accuse others of human rights abuses. They might then be accused of such abuse themselves, potentially as a pretext for their own actions. They believe that the conduct of global politics should not be based on morals, but on self-interest. This power-based, self-interested approach will naturally regulate and influence global political developments. The realist approach overlaps with conservatism. The idea of nation states and international relations relates to the conservative view of human nature, and the pursuit of self-interest. This is particularly associated with the realist approach. The idea that anarchy is natural and that it is altered by systems of global governance such as universal rights relates to the liberal approach. The ultimate authority of the nation state is a core principle of the conservative ideology. Realists view universal human rights as an essential part of a rules-based international system. They would like universal human rights to constrain the actions of nation states and protect the individual against the tyranny of absolute authority. International institutions are seen as means of securing rights for the individual against the state as they are neutral and uphold the law without vested interests. In this sense, the UN charter can be seen as the achievement of the liberal approach. Liberals believe human rights should be based on the nationality of an individual but based on their humanity. Liberals view the implementation of universal human rights as a moral obligation. They believe human nature is cooperative and good, and that humanity is capable of world peace. Their views are consistent with the broader liberal ideology, which values a system of international law and believes in cooperation and progress. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #333; color: white;"> <th style="width: 10%;">AO</th> <th style="width: 10%;">Marks</th> <th style="width: 80%;">Level description</th> </tr> </thead> <tbody> <tr> <td rowspan="5" style="text-align: center; vertical-align: middle;">AO1</td> <td style="text-align: center;">6</td> <td>Students demonstrate accuracy with a visible attention to detail. This knowledge and understanding of theories and concepts surrounding global politics is integrated consistently to support analysis and evaluation. This result is convincing general points throughout the answer, with clear links to comparative theory.</td> </tr> <tr> <td style="text-align: center;">4–5</td> <td>Students demonstrate accurate knowledge and understanding of concepts surrounding global politics. Knowledge is used effectively to support the broader analysis and evaluation. Mostly relevant general points are made. 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| 3A | <p>Evaluate the effectiveness of the sustainable development approach to environmental global governance.</p> <ul style="list-style-type: none"> The modern concept of sustainable development stems from the 1987 Brundtland Report, which sought to reconcile economic growth and human development with environmental protection. In this sense, sustainable development is a viewpoint that asserts that economic growth can be achieved with environmental goals. This essay will evaluate whether sustainable development is a suitable approach to environmental global governance to take. <p>Effective</p> <ul style="list-style-type: none"> It is not realistic to expect nation states to abandon their economic development for environmental goals. The only realistic way of reconciling environmental degradation with the primary aims of nation states: economic growth and human development, is through reconciliation, any coordination or international cooperation, such as the 2015 Paris Agreement, would be impossible. It is not possible, for example, to expect developing nations to forgo the process of industrialisation that developed nations have benefited from purely for the sake of environmental protection. Historically, primarily developed nations have caused the most environmental damage. Besides, the sustainable development approach to environmental global governance is the only one that has been implemented in an institutional form. For all these reasons, there is no effective alternative approach. The deep green approach to environmentalism is morally wrong as it is eco-centric, prioritising nature over the needs of humanity. Such an approach could lead to deeply immoral results, such as the abandonment of human development and population control, or severe restrictions on basic human freedoms. It cannot be right to prioritise nature over humanity; we must find a way for both to coexist harmoniously. The sustainable development approach aims to do this, recognising that combining economic growth with environmental aims is the most effective way of achieving both. The alternative approach to economic growth, a subsistence economy where resources are held in a commons, does not work. The concept of the 'Tragedy of the Commons' by Garrett Hardin, shows us how commons will always be depleted by human activity in the absence of an overarching authority or interest to regulate extraction of the resources. The examples of this 'Tragedy of the Commons' are clear: excessive atmospheric CO2 emissions, Arctic and Antarctic ice sheets, and depletion of fish stocks and acidification of the oceans are all commons with no overarching authority. Thus, a global system based on communal resources would lead to depletion and not preservation. On this basis, sustainable development within our current global systems – is a more effective approach. <p>Ineffective</p> <ul style="list-style-type: none"> The primary cause of widespread global environmental degradation is the capitalist economic system that began 250 years ago. The incentives created by the Industrial Revolution economic system it ushered in are those of constant expansion and growth, with no limits. Earth's resources are finite, and infinite growth is simply not possible – the system is driven towards environmental disaster. The sustainable development approach is completely ineffective as it aims to reconcile two directly opposing forces: economic growth and environmental sustainability. It is impossible to have both, and we must choose between them. Expanding economic activity beyond natural limits will only exacerbate the environmental crisis. The environmental crisis threatening humanity is an urgent existential threat to our civilisation. The current system of industrialised capitalism is the primary cause of this crisis. It is simply not sufficient to rely on the current system of environmental governance that is aimed at placating environmentalists. The current system, dominated by multinational corporations and nation states reliant on fossil fuels, demands radical systemic change, which is unlikely to come organically from within the system and the vested interests they represent. Instead, social movements with mass support from concerned citizens are required to apply pressure on their governments to act. The 'Tragedy of the Commons' argument is a fallacy. The presence of a commons is not a problem throughout human history, and was the primary means of subsistence until the industrialisation process. Instead, it is the current system of industrialised capitalism that is historically unusual and fundamentally unsustainable. Contemporary environmentalism emerged despite an absence of the commons being a significant means of subsistence in modern societies. |

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| 3A | <p>Resource depletion is the result of the incentive of private profit, rather than the ease with which commons can be managed sustainably. The sustainable development that we know about the commons because it is determined by an environmentally destructive incentive to accumulate wealth exponentially.</p> <p>Conclusion</p> <ul style="list-style-type: none"> A fair conclusion might argue that while infinite economic growth is ultimately impossible on a planet of finite resources, this does not mean there is no merit to the current approach of environmental sustainability. The environmental and climate change are complex global issues, which are inevitably going to require painstaking negotiations between nation states and a variety of non-state actors. These negotiations must begin from where we are now, and not where we would like to be. This approach has been more effective for the past few decades. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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Some relevant general points are made. | 1–2 | Students demonstrate surface knowledge and understanding of theories and concepts surrounding global politics, with little to no analysis and evaluation. | 0 | No content worthy of marking. | AO2 | 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 some 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 to no reasoned analysis of political concepts or theories, making simple links between material and concepts. | 0 | No content worthy of marking. | AO3 | 9–10 | Students engage in building an entirely relevant evaluation of political concepts or theories, making strongly effective and reasoned judgements and arguments. Conclusions are entirely relevant as a result. | 7–8 | Students build a mostly relevant evaluation on politics, making mostly reasoned judgements and arguments throughout. This results in mostly relevant conclusions. | 5–6 | Students build a mostly reasoned evaluation on politics, making mostly relevant 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 still partially relevant, leading to poorly reasoned arguments. | 1–2 | Students engage in little to no evaluative work on politics, making little to no judgements. Many of these arguments are only descriptive and poorly reasoned arguments. | 0 | No content worthy of marking. | Balance | | If the answer is not balanced and does not consider both sides of the argument, it cannot receive above a level 2 (12 marks in total). |
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| | 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 some 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. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | 7–8 | Students build a mostly relevant evaluation on politics, making mostly reasoned judgements and arguments throughout. This results in mostly relevant conclusions. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 5–6 | Students build a mostly reasoned evaluation on politics, making mostly relevant judgements and arguments throughout. This leads to generally relevant conclusions. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 3B | <p>Evaluate the extent to which China can still be considered an emerging power</p> <ul style="list-style-type: none"> • There is no definitive definition of an ‘emerging power’ but students may view countries specifically as emerging powers, or alternatively more generally of power as a powerful developing nation. For this answer, the term will be used to mean a state that is gaining substantial influence, but is not yet a superpower. • As a result, this essay will evaluate whether China remains merely an emerging power, has now gained major power or even superpower status, comparable to the USA. <p>Emerging power</p> <ul style="list-style-type: none"> • Economically, China can still be considered an emerging power due to its large population, which is much lower than in most developed nations. This means that per capita income in China is generally lower than what would be expected from a major power. It also means low domestic consumption and thus high economic dependence on exports, more generally associated with still-emerging economies and emerging power. China's economy is heavily dependent on manufacturing and an artificially inflated exchange rate. The costs of manufacturing are low relative to the rest of the world. This is more akin to emerging powers with major powers tending to have more service-oriented economies. China's economic indicators of the country more closely resemble a developing economy. For example, China's savings rate is only 60% – lower than most major powers, while annual inflation in China are around 7% – higher than most major powers. • Politically, China remains a member of the broader Group of 20 (G20) countries, including many emerging powers, but has not joined the more exclusive Group of 7 (G7) of highly developed and industrialised major powers. In addition, China retains its status as a developing country at the World Trade Organization, and has historically shown the use of its veto power at the UN Security Council. China has not built a coalition among allied nations in the same way that superpowers in the twentieth century were doing. Rather than external geopolitical concerns, the primary focus of the country has been internal – specifically, rapid economic development, industrialisation and the prioritisation of industrial strategy and economic policy ahead of building power internationally is more commonly associated with an emerging power. <p>Not an emerging power</p> <ul style="list-style-type: none"> • China's economy is the second largest in the world and growing rapidly, and is projected to overtake the USA in the near future. It is also considered the ‘workshop of the world’ due to its massive manufacturing capacity, and is the world's biggest exporter. It has begun to diversify into the hi-tech sector, an economic feature usually associated with major powers. China has the largest amount of US dollar reserves of any country. Economic reforms have lifted 800 million people out of rural poverty in China in less than three decades, falling from 88% in 1981 to 0.7% in 2015, according to the World Bank. China is ahead of many among many developed countries on human development indicators such as life expectancy. All of these indicators are more usually associated with major powers rather than a still-emerging power. • China's Belt and Road Initiative is a massive international infrastructure project that has invested heavily in over 70 countries worldwide, particularly in Asia, Africa and Latin America. It has been perceived by some as a sign of a bid for global leadership and the creation of a Chinese-led global trade network. Such global expansion is a long-term geopolitical strategy is far more closely associated with a major power rather than an emerging power. • China's military capabilities, while behind the USA, are far ahead of other emerging powers. It includes the largest standing army in the world, at well over 2 million and the second largest navy in the world in terms of equipment. In addition, China has nuclear weapons – it is one of only eight countries to have a nuclear capability and a permanent veto-wielding seat on the UN Security Council. All of these attributes are associated with a major power or superpower. |

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| 3B | <p>Conclusion</p> <ul style="list-style-type: none"> A fair conclusion might argue that while some aspects of Chinese society may be explained by the sheer pace at which China has become a major power, most of these can be explained by the sheer pace at which China has become a major power (faster than some parts of the economy or international institutions could be expected to do). It is evident from China's widespread influence on modern geopolitics that rather than being an 'emerging power' similar to the other BRIC nation states, it is already a major power and is increasingly being regarded as a superpower. <table border="1" data-bbox="272 394 1083 1787"> <thead> <tr> <th data-bbox="272 394 359 432">AO</th> <th data-bbox="359 394 475 432">Marks</th> <th data-bbox="475 394 1083 432">Level description</th> </tr> </thead> <tbody> <tr> <td data-bbox="272 432 359 936" rowspan="6">AO1</td> <td data-bbox="359 432 475 551">9–10</td> <td data-bbox="475 432 1083 551">Students demonstrate accuracy with a visible attention to detail in their knowledge and understanding of theories and concepts surrounding global politics. Their knowledge is integrated consistently to support analysis and evaluation. 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| Q | Indicative content |
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| 3C | <p>Evaluate whether political or economic forms of global governance have been preventing global conflict.</p> <ul style="list-style-type: none"> Global governance generally refers to institutional structures of governance on a transnational basis, and have some authority to make either political or economic decisions affecting two or more nation states. This essay will evaluate whether global conflict has been reduced to a great extent by political or economic forms of global governance. <p>Political</p> <ul style="list-style-type: none"> The institutions of the United Nations (UN) designed to regulate and prevent conflict were set up after the Second World War. The primary UN body with authority in relation to international security is the Security Council, which consists of five permanent non-nation-state members and ten non-permanent nation-state members, the latter of which rotate annually. For military action to be taken, approval by the UN, a majority must be achieved on the Security Council. In addition, any of the five permanent members has the power of veto, rendering any potential resolution ineffective. This ensures that any global conflict between nation states has the approval of a large number of international powers, and should, therefore, be justifiable, while in addition, it prevents any nation state from authorising conflict on their own terms, using the force of arms. The UN has failed to give its approval to intervention on a military basis on various occasions throughout its history, and has more authority to do so than any other form of global governance. The European Union is a major example of a political form of global governance. Its aim of maintaining peace in the European continent. It can be strongly argued that the concept of 'interconnectedness' between European political arrangements has broken the historic cycle of conflict between great powers in Europe. The European Union was awarded the Nobel Peace Prize in 2012 in recognition of this achievement. Common institutions across EU nations include the European Commission, which proposes legislative proposals, laws and standards, and the European Parliament, which approves legislative proposals. Countries must work together to advance their common interests, rather than resorting to conflict. Other forms of political global governance that could be used as an example may be NATO's principle of collective security, which has (in theory) protected Europe from conflict by promising a multinational response to aggression or threats. UN peacekeeping forces could be used as an example of conflict prevention through global governance. UN forces are often used as a physical barrier to prevent conflict, to support the distribution of aid and relief into conflict zones, or to facilitate the transition in a conflict-affected area. UN forces are particularly effective in a number of ways, such as a means of slowing the progress of or stalling a quickly escalating conflict. <p>Economic</p> <ul style="list-style-type: none"> The World Trade Organization (WTO) consists of 164 member states and acts as a form of global governance for international trade. Its responsibilities include setting and enforcing recognised standards for trade, regulating trade, resolving trade disputes and overseeing ongoing trade negotiations. The WTO is widely regarded to have boosted and advanced the practice of 'interconnectedness' in the global system. The WTO's position of trade liberalisation and the removal of national trade restrictions have led to global conflict and tension. Trade wars and rising protectionism have contributed to the causes of World War II, for example. With an international system of trade, a primary cause of conflict between nation states is reduced. Disputes are handled through the WTO's mechanisms and negotiation, rather than through force. In the twentieth century, and following the formation of the UN, economic sanctions have become a significant tool of foreign policy when dealing with disputes and tensions. Economic sanctions can include imposing restrictions on trade, the seizing of assets, or other financial penalties. They can be imposed unilaterally; however, it is more common for them to be imposed on a multilateral or institutional basis. Economic sanctions serve as an alternative action amid an international dispute, as opposed to resorting to conflict, and as a form of retaliation to actions that historically may have instead led to war. An example of this is the ongoing US sanctions on Cuba or Iran, or the sanctions placed on Russia by the EU and other countries after the 2014 annexation of Crimea. |

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| 3C | <ul style="list-style-type: none"> In addition, it can be argued that various forms of political global governance can prevent or reduce the risk of global conflict. Numerous failures by the UN Security Council and peacekeepers are noted, such as the Bosnian or Rwandan genocides in the 1990s, the aftermath of the 2003 intervention in Iraq, or the inability of the USA and allies to invade Iraq despite UN authorisation, leading to increased and ongoing conflict. The controversial 2011 NATO intervention in Libya could be another example of a political form of global governance failure, such as that in Ukraine since 2014. Other points can be made, such as the effectiveness of economic sanctions or the failure of UN institutions to adequately deal with threats posed by climate change. It can be argued on such basis that economic forms of interconnectedness, not political forms, and that economic sanctions are more effective means of preventing conflict than the various political forms of global governance. <p>Conclusion</p> <ul style="list-style-type: none"> A fair conclusion might argue that economic forms of global governance are more likely to compete or cooperate on an economic basis, rather than competing political forms, which are less likely to lead to conflict than political forms, as successful negotiations are often easier to achieve through the mediation of economic governance structures. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| AO3 | 9–10 | Students engage in building an entirely relevant evaluation on politics, making strong, effective and reasoned judgements and arguments throughout. Conclusions are entirely reasoned as a result. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 5–6 | Students build an almost fully relevant evaluation on politics, making mostly reasoned judgements and arguments throughout. This results in mostly relevant judgements. Some of these arguments are still partially relevant, leading to poorly reasoned arguments. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3–4 | Students engage in formulating some evaluative work on politics, making some relevant judgements. Some of these arguments are still partially relevant, leading to poorly reasoned arguments. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 1–2 | Students engage in little to no evaluative work on politics, making little to no judgements. Many of these arguments are only descriptive, leading to poorly reasoned arguments. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | | No content worthy of marking. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Balance | | If the answer is not balanced and does not consider both sides of the argument, it cannot receive above a level 2 (12 marks in total). | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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Preview of Answers Ends Here

This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.