



Mark Scheme (Standardisation)

Summer 2024

Pearson Edexcel GCE

In Politics (9PL0)

Paper 3B: Comparative Politics – Global
Politics

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Paper 3B: Comparative Politics: Global mark scheme 2406

Section A

Guidelines for Questions 1a and 1b	
AO1 (6 marks), AO2 (6 marks)	
AO1 will be used by candidates to underpin their analysis (AO2). AO2 requires candidates to develop their answers showing analytical skills to address the question – such responses will be underpinned by their use of knowledge and understanding.	
Candidates who refer to only one institution cannot achieve beyond Level 1.	
Accept any other valid responses.	

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none">• Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis (AO1).• Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences within aspects of politics, which make simplistic connections between ideas and concepts (AO2).
Level 2	4-6	<ul style="list-style-type: none">• Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1).• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences within aspects of politics, which make some relevant connections between ideas and concepts (AO2).
Level 3	7-9	<ul style="list-style-type: none">• Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis (AO1).• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences within aspects of politics, which make mostly relevant connections between ideas and concepts (AO2).
Level 4	10-12	<ul style="list-style-type: none">• Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1).• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and/or differences within aspects of politics, which make relevant connections between ideas and concepts (AO2).

Question number	Indicative content Examine the differences between shallow-green ecology and deep-green ecology over how to tackle environmental issues.
1(a)	<p data-bbox="336 304 727 331">AO1 (6 marks), AO2 (6 marks)</p> <p data-bbox="336 376 1414 479">Candidates may demonstrate the following knowledge and understanding (AO1) of the differences between shallow-green ecology and deep-green ecology over how to tackle environmental issues.</p> <ul data-bbox="384 524 1414 972" style="list-style-type: none"> • Shallow ecology accepts growth but at a slower pace whereas deep ecology is committed to a more radical shift in the focus on growth. • Deep ecology promotes ecocentrism whereas shallow ecology supports enlightened anthropocentrism. • Unlike deep ecology which proposes a move to localised production and massive decrease in the use of non-renewable resources, shallow ecology suggests that environmental problems can be solved without fundamental changes in key values and consumption and that green capitalism can resolve environmental problems. • Unlike deep ecology, shallow ecology has been accused of attempting to support the continuance of the lifestyles of people in developed states. • Deep ecology is considered by many to offer a greater and more immediate impact on environmental degradation with increased likelihood of success than shallow ecology. <p data-bbox="336 1048 1385 1151">Candidates may refer to the following analytical points (AO2) when examining the differences between shallow-green ecology and deep-green ecology over how to tackle environmental issues.</p> <ul data-bbox="384 1196 1425 1890" style="list-style-type: none"> • Clearly the two perspectives offer completely different paths for humans in relation to economic advancement with deep ecologists seeing shallow ecologists acceptance of green growth as part of the problem. • Whilst enlightened anthropocentrism accepts that humans do have ethical obligations toward the environment it doesn't go as far as ecocentrism which focusses less on a human-centred perspective as it places value on all living organisms and their natural environment regardless of importance to humans and more on radical holism. • Deep ecology requires a far more radical re-evaluation of capitalism with changes to modes of production and opposition to industrialisation with limited focus on growth and rejection of materialism. • Clearly deep ecology is more likely to impact on the lifestyles of people in developed states which will lead to a potential impact on consumerism and may consequently face greater resistance from people in developed states. • Many argue that global treaty targets for restricting temperature rises are more likely to be met in a shorter period of time using deep ecology proposals than shallow ecology offering a greater likelihood of success for existing global environmental treaties. <p data-bbox="336 1966 756 1993">Accept any other valid responses.</p>

Question number	Indicative content Examine the weaknesses of both the IMF and the World Bank.
1(b)	<p>AO1 (6 marks), AO2 (6 marks)</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) of the weaknesses of both the IMF and the World Bank.</p> <ul style="list-style-type: none"> • US domination is considered a weakness as the headquarters of both the IMF and World Bank are in the US capital, Washington D.C and the US holds approx. 16.5% of the total votes in the IMF in 2022 and a similar percentage in the World Bank. • The philosophy of the IMF and W Bank organisations may be a weakness with the Washington Consensus impacting states in a way they may not wish it to impact upon them. • The conditions imposed on states include privatisation, deregulation and opening up of internal markets. • The IMF and W Bank have lent money to and have supported states who have faced human rights criticism and questions about legitimacy of government. • Despite the existence of the IMF and World Bank there have been numerous economic crisis. <p>Candidates may refer to the following analytical points (AO2) when examining the weaknesses of both the IMF and the World Bank.</p> <ul style="list-style-type: none"> • This gives an indication of the dominant and leading role that the United States has held in both of the organisations and this has led to criticism of the two organisations which weakens their credibility. • The Washington Consensus means that both organisations have been criticised for imposing structural adjustment plans on states which may undermine state sovereignty which leaves the organisations open to criticism which weakens the IMF and W Bank. • It has been argued that conditions such as an acceptance of foreign investment and general trade liberalisation benefits powerful global elites including multinational companies which further undermines and weakens both organisations. • It may be considered a weakness of both organisations that they fail to punish and actually engage with undemocratic states or states that have been accused of human rights abuses and that this undermines their credibility and legitimacy and that they focus on economic growth at the expense of concerns over environmental damage. • The IMF and W Bank have been accused of being slow to act, underfunded and weak in the face of crisis such as the Oil Shock of 1973 the Asian Crisis of 1997 and the 2007/2008 global financial crisis. <p>Accept any other valid responses.</p>

Section B

Guidelines for Question 2	
AO1 (6 marks), AO2 (6 marks)	
<p>This question requires candidates to draw on their knowledge and understanding of Global comparative theories and relevant core politics ideas (AO1) and this will be used by candidates to underpin their analysis (AO2). AO2 requires candidates to develop their answers showing analytical skills to address the question – such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates who refer to only one named theory cannot achieve beyond Level 1.</p> <p>Candidates who do not make any synoptic points cannot achieve beyond Level 3.</p> <p>Accept any other valid responses.</p>	

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis . Makes limited synoptic points (AO1). • Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences within aspects of politics, which make simplistic connections between ideas and concepts (AO2).
Level 2	4–6	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis. Makes some relevant synoptic points (AO1). • Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences within aspects of politics, which make some relevant connections between ideas and concepts (AO2).
Level 3	7–9	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis. Makes relevant synoptic points (AO1). • Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences within aspects of politics, which make mostly relevant connections between ideas and concepts (AO2).
Level 4	10–12	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis. Makes cohesive synoptic points (AO1). • Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences within aspects of politics, which make relevant connections between ideas and concepts (AO2).

Question number	Indicative content Analyse how realism and liberalism differ over the main ideas of the anarchical society and society of states theory.
2	<p>AO1 (6 marks), AO2 (6 marks)</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) when considering how realism and liberalism differ over the main ideas of the anarchical society and society of states theory:</p> <p>Realists/Liberals believe that:</p> <ul style="list-style-type: none"> • Realists agree with the anarchical society theory accepting that there is anarchy in the global system, unlike liberals. • Realists agree with the anarchical society theory that states do not accept any higher authority, unlike liberals. • Liberals agree with the theory which suggests that a struggle for power is not inevitable, unlike realists. • Liberals would support the anarchical society and society of states theory in the belief that states have common interests and values, unlike realists. • Liberals would support the belief that states will develop a society of states built on norms, rules and values that they will agree to accept, unlike realists. <p>Candidates may refer to the following analytical points (AO2) when considering how realism and liberalism differ over the main ideas of the anarchical society and society of states theory:</p> <ul style="list-style-type: none"> • Realists recognise the anarchical nature of society and that anarchy means that states will act as they decide (billiard ball model) whereas the liberal view is that the global system has a character of complex interdependence (cobweb model) and cooperation. • Realists would accept that states do not accept any higher authority and that tension, disagreement and war is a consequence whereas liberals would recognise international organisations and state acceptance of their decision making as an element of the provision of peace – Institutional Liberalism – Kantian Triangle. • Liberals believe that power is unlimited and that all states can benefit through cooperation with international institutions mitigating basic state self-interest whereas realists believe in zero-sum theory and that there is a finite amount of power which will lead to conflict and tensions between competitive states • Liberals believe that common interests and values will bond states and ensure that states are able to find common ground and that cooperation will follow whereas realists believe that states reflect the selfish actions and greed of human nature which will be more significant than any short-term common agreement. • Liberals accept the idea of a society of states built on norms, rules and values which may include the development of democracy ('democratic peace thesis'-Fukuyama), international organisations and economic interdependence (Kantian Triangle) whereas realists believe that international organisations will be short lived or ineffective and that the security dilemma will mean that conflict is inevitable. <p>Accept any other valid responses.</p>

Synoptic Element – Candidates may refer to the following when analysing core political ideas:

<p>Conservatism core ideas and principles and how they relate to human nature, the state, society and the economy</p>	<p>Hobbes-and the consequences of this for the state system and for likelihood of cooperation, his negative view of human nature and the dangers to civil society and likelihood of conflict</p>
<p>Socialism core ideas and how they relate to human nature, the state, society and the economy.</p>	<p>Greater optimism on human nature linked to the natural relationship among humans being cooperation and work for the common good – Marx - which makes the idea of a global society order and cooperation likely.</p>
<p>Liberalism core ideas and how they relate to human nature, the state, society and the economy.</p>	<p>Emphasis on the benefits of mutual cooperation and order and avoidance of war from both an economic and practical position – Locke.</p>

Section C

<p>Guidelines for Marking Questions 3a–3c</p>
<p>AO1 (10 marks) Marks here relate to knowledge and understanding. It should be used to underpin analysis (AO2) and evaluation (AO3).</p>
<p>AO2 (10 marks) Candidates should form analytical views which support and reject the view presented by the question.</p>
<p>AO3 (10 marks) Candidates are expected to evaluate the information and arguments presented. They may rank the importance of the prior analysis. They should be able to make and form judgments and they should reach reasoned conclusion.</p>
<p>Candidates must consider both views in their answers in a balanced way.</p> <p>The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who have not considered both views in a balanced way cannot achieve marks beyond Level 2.</p> <p>Other valid responses are acceptable.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited analysis of aspects of politics with partial, logical chains of reasoning, which makes simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated conclusions (AO3).
Level 2	7–12	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Some emerging analysis of aspects of politics with some focused, logical chains of reasoning, which make some relevant connections between ideas and concepts (AO2). • Constructs some relevant evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially substantiated and lead to generic conclusions without much justification (AO3).
Level 3	13–18	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused analysis of aspects of politics with focused, logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2). • Constructs generally relevant evaluation of aspects of politics, constructing generally effective arguments and judgements, many of which are substantiated and lead to some focused conclusions that are sometimes justified (AO3).
Level 4	19–24	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent analysis of aspects of politics, with coherent logical chains of reasoning, which make relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly effective arguments and judgements, which are mostly substantiated and lead to mostly focused, justified conclusions (AO3).
Level 5	25–30	<ul style="list-style-type: none"> • Demonstrates thorough and in-depth knowledge and understanding of political institutions, processes, concepts, theories and issues, which are effectively selected in order to underpin analysis and evaluation (AO1). • Perceptive analysis of aspects of politics, with sustained, logical chains of reasoning, which make cohesive and convincing connections between ideas and concepts (AO2). • Constructs fully relevant evaluation of aspects of politics, constructing fully effective substantiated arguments and judgements, which are consistently substantiated and lead to fully focused and justified conclusions (AO3).

Question number	Indicative content Evaluate the view that states find the use of hard power to be more effective than soft power.
3(a)	<p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that states have find the use of hard power to be more effective than soft power:</p> <p>Agreement</p> <ul style="list-style-type: none"> • States invest in hard power, it provides for security and states continue to spend significant sums on military hardware with a total global expenditure of over \$2.1 trillion in 2021, the United States is responsible for approximately 40% of global military spending and China is the second largest military spender with approx. 14% of global spending. • Economic sanctions have been used by regional bodies, states and organisations such as the UN including by the United States and allies against Iran and North Korea. • Russian launched a huge military invasion of Ukraine in 2022 to seize a significant percentage of Ukraine territory, NATO states have supplied military equipment which Ukraine has used to reverse these initial Russian military gains whilst Russia continues to use military strikes against Ukraine infrastructure. • The United States brought about regime change in both Iraq and Afghanistan with the use of military power and the UN has used economic sanctions as a form of hard power against states like Iran. <p>Disagreement</p> <ul style="list-style-type: none"> • There has been a significant increase in the use of soft power as a growing alternative to the traditional use of hard power by states. • The USA moved from use of hard power to soft power with an attempt to win hearts and minds in Afghanistan and Iraq and following significant criticism for hard power actions. • In a world of complex interdependence, the use of soft power allows goals to be achieved through collaboration and cooperation and without the damaging costs of hard power use. • Globalisation has brought a greater flow of information between states and citizens of states are now better able to be informed about the values and culture of other states which they can evaluate and compare with their own. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul style="list-style-type: none"> • Almost all countries appear willing to spend a significant percentage of their GDP on military expenditure with Oman and Saudi Arabia spending over 8% of GDP on military expenditure in 2021(AO2) We may conclude that states are as committed to military expenditure as they have ever been and that the vast relative sums spent on military expenditure make clear that states consider hard power to be more effective than soft power (AO3). • Economic sanctions against Iran have included attempts to bar military and other exports related to its nuclear programme as well as targeting Iranian petroleum exports, banks and shipping and have had the effect of weakening the Iranian currency, driving away investors and causing inflation (AO2) We may evaluate that the economic impact of sanctions on Iran has been significant enough to illustrate the effectiveness of hard power use (AO3).

- The ready use of military hard power in the Ukraine conflict has been supported by use of economic hard power as states introduced economic sanctions against Russia and Russia has been accused of using energy as a weapon against those states who oppose its actions in Ukraine(AO2) We may conclude that the wide use of hard power both in military as well as economic forms over an extended period in Ukraine and including the threat of nuclear weapon exchange makes clear that states do see hard power as the default power for effectiveness(AO3).
- The USA clearly determined that its desired regime change in Iraq and Afghanistan could only be achieved using hard rather than soft power and that soft power has limitations in bringing about desired outcomes for both states and international organisations(AO2) We may evaluate that the ready use of hard power by states and international organisations which represent states makes clear that states do see hard power as an effective form of power, often where soft power is considered unlikely to achieve those desired aims (AO3).

Candidates may refer to the following analytical points (AO2) and evaluative (AO3) points when disagreeing with the view:

- States appear more determined to develop a positive soft power image than in the past with China, as an example, creating several hundred Confucius institutes around the world to teach its language and culture and a huge diplomatic network worldwide as it attempts to replicate the soft power status of other significant powers (AO2) We may evaluate that the emphasis on the growth of a soft power face as states attempt to replace hard power with persuasion, attraction and reputation makes clear that states are increasingly seeing soft power as a better alternative to hard power (AO3).
- A shift to soft power took place with attempts at nation building, education reforms and democratic reforms after recognition that the reputation of the USA had been damaged through use of hard power in what had been termed by some as an illegal war and as the USA realised the importance of maintaining a positive soft power global image in order to build global support for its actions(AO2) We may conclude that the global hegemon had realised that in order to achieve objectives it had to focus on more effective soft rather than hard power(AO3).
- Complex interdependence has brought states together to resolve issues whilst avoiding the damaging costs of hard power use, often through regional bodies where states meet to debate, discuss, cooperate and attempt to attract support with Europe as an example where the use of military conflict such as the historical European state conflicts has been replaced by a period of relative peace and economic prosperity (AO2) We may evaluate that the replacement of military conflict and trade wars with peace and prosperity is a clear sign that soft power is more attractive and effective than hard power(AO3).
- Globalisation has allowed the values and culture of the EU member states and organisation to spread and more states have been attracted to join the organisation and to embrace the soft power values of the organisation including Ukraine which can be contrasted with the considerable damage done to Russia by its hard power actions in Ukraine which has led to the Russian economy contracting, increased food and fuel prices, inflation generally and scarcity of certain commodities (AO2) We may conclude that the contrast between the soft power attraction of the EU and the damage done to Russia by use of hard power makes clear that soft power is more effective and attractive than hard power (AO3).

Accept any other valid responses.

Question number	Indicative content
3(b)	<p data-bbox="368 192 1410 226">Evaluate the view that the advantages of globalisation outweigh the disadvantages.</p> <p data-bbox="368 230 1011 264">AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p data-bbox="368 304 1430 405">Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that the advantages of globalisation outweigh the disadvantages.:</p> <p data-bbox="368 412 517 445">Agreement</p> <ul data-bbox="427 450 1434 842" style="list-style-type: none"> <li data-bbox="427 450 1434 551">• Cultural globalisation has helped a movement towards a world where there has been a homogenisation as cultural differences between nations are flattened out and the world becomes more united as a consequence. <li data-bbox="427 555 1434 656">• Globalisation has helped to create an enhanced awareness of human rights and of human rights violations (CNN effect) which the world has acted on, including through the creation of human rights courts and tribunals. <li data-bbox="427 660 1434 761">• Economic globalisation has significantly increased global trade with associated benefits across the world for all with spectacular growth for some and almost universal growth for all- rising tide lifts all boats. <li data-bbox="427 766 1434 842">• Political globalisation has brought states together in institutions like the United Nations to resolve conflict and tensions peacefully <p data-bbox="368 846 552 880">Disagreement</p> <ul data-bbox="427 884 1441 1205" style="list-style-type: none"> <li data-bbox="427 884 1441 949">• Cultural globalisation has led to the dominance of western views and values and undermined other cultures and has led to a backlash in recent years. <li data-bbox="427 954 1441 1019">• Globalisation has led to the development of a western based perspective and dominance in human rights and to western interventionism. <li data-bbox="427 1023 1441 1124">• Economic globalisation has led to the spread of neoliberal economic ideas and has encouraged consumerism and materialism with consequences for the environment and an imbalance in prosperity. <li data-bbox="427 1128 1441 1205">• Political globalisation has weakened the power of the state and has led to the creation of several organisations which appear to be dominated by the west. <p data-bbox="368 1245 1385 1310">Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul data-bbox="427 1350 1436 2067" style="list-style-type: none"> <li data-bbox="427 1350 1436 1603">• Cultural globalisation has increasingly created a world where national borders do not block the transfer of cultural commodities so that we share the same technology, music sport etc as well as the same brands and this is also linked to concepts such as the spread of democracy (AO2) We may conclude that in creating a world of common culture and values including democratic values that globalisation has been more advantageous than disadvantageous (AO3). <li data-bbox="427 1608 1436 1854">• The creation of the International Criminal Court in 2002 has allowed for prosecutions against those who are accused of crimes against humanity, war crimes and genocide and follows the actions of the special UN tribunals for Yugoslavia and Rwanda which led to significant numbers of prosecutions (AO2) We may conclude that globalisation has been advantageous in raising awareness of human rights and helping to establish institutions that act where rights have been violated and also as a future deterrent(AO3). <li data-bbox="427 1859 1436 2067">• The development of a single global market has driven increased production and has helped to raise living standards across the world with states like China seeing spectacular economic growth and an associated rise in living standards which has been recognised by bodies like the United Nations in falling levels of global poverty (Ao2) We may conclude that in providing the globally accepted rules of trade, globalisation has been advantageous to

most people as it has raised their living standards and access to global commodities (AO3).

- Political globalisation has created a rules based system which has helped to move beyond an anarchical system and has created political governance institutions like the United Nations which are dedicated to peace and security through collective action and diplomacy rather than war and conflict (AO2) We may conclude that globalisation has been advantageous in creating a more peaceful world where states learn to peacefully coexist based on globally accepted rules and institutions (AO3).

Candidates may refer to the following analytical points (AO2) and evaluative (AO3) points when disagreeing with the view:

- The majority of the major elements of global culture appear to be western dominated with western companies being the most recognisable worldwide, and films, music etc also being western dominated and this has led to a backlash including religious fundamentalism and anti- globalisation movements (AO2) We may conclude that this backlash and resentment threatens order and increases the likelihood of conflict which shows that globalisation is actually more of a disadvantage than advantage (AO3).
- Human rights institutions are arguably dominated by a western perspective which some see as a form of neo-colonialism that seeks to undermine or erode the cultures of other societies and which fails to take into account the different values of other cultures and which also justifies selective and controversial human rights interventions (AO2) We may conclude that the tensions created between states and cultures over the definitions of and implementation of human rights makes clear that globalisation has been more disadvantageous than advantageous(AO3).
- Economic globalisation has arguably made some states and people wealthier at the expense of others as a cause of the use of cheap labour and repatriation of profits by global companies and that continued growth has required the use of more and more raw materials such as oil which has led to environmental degradation including global warming(AO2) We may conclude that an imbalance in benefit of economic growth will inevitably cause tensions and resentment and that the materialism and consumerism linked to economic globalisation is in fact ruinous to all and a sign that globalisation is certainly more disadvantageous that advantageous (AO3).
- Political globalisation organisations such as the IMF and World Bank have been accused of having a western bias and dominance through ideology, share ownership and senior post holdings and many states appear to resent the impact on their sovereignty that the organisations hold(AO2) We may conclude that the resentment/anger of many that is directed towards the ideology and western dominance of political globalisation institutions makes clear that globalisation is more disadvantageous than advantageous(AO3).

Accept any other valid responses.

Question number	Indicative content Evaluate the view that global governance has been more united than divided in dealing with human rights.
3(c)	<p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that global governance has been more united than divided in dealing with human rights:</p> <p>Agreement</p> <ul style="list-style-type: none"> • The Universal Declaration of Human Rights (UNDHR) was created/accepted by the UN General Assembly in 1948 as a sign of unity. • There have numerous examples of humanitarian intervention including in Rwanda, Yugoslavia, Sierra Leone, Libya and Iraq in support of human rights which signifies unity. • The United Nations, under global state pressure, created a number of special tribunals to prosecute individuals for human rights abuses and there are calls for similar special tribunals to be set up as a sign of unity. • A permanent court, the ICC, was established in 2002 to prosecute crimes against humanity, war crimes and genocide as a sign of unity. <p>Disagreement</p> <ul style="list-style-type: none"> • The term “Human rights” and particularly “Universal Human Rights” is controversial and open to dispute and criticism, particularly in relation to sovereignty as a sign of disunity. • There are numerous criticisms of the concept of humanitarian intervention in protection of human rights which suggests disunity. • Most of the powerful states in global politics have been criticised for human rights abuses and regularly disagree over human rights actions/abuses and when action is or isn’t required as a sign of disunity. • Despite support from some states, the ICC is subject to a great deal of varied criticism by many other states as a sign of disunity. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul style="list-style-type: none"> • In 1948, of the 58 members of the UN at the time, 48 voted in favour of the UNDHR and no states voted against and most states have signed at least some of the treaties associated with the UNDHR which includes 30 articles which have passed into customary international law (AO2) We may evaluate that the widespread support which the UDHR enjoys from UN member states clearly indicates that there is more unity than division in global governance over human rights (AO3). • The increase in the amount of humanitarian intervention, particularly since the end of the Cold War has been supported by the development of the idea of Responsibility to Protect (R2P), endorsed by the UN at the 2005 UN World Summit where states collectively accepted that in certain circumstances states should intervene in a state where people were facing harm and human rights may be undermined(AO2) We may evaluate that the developments of humanitarian intervention and R2P make clear a growing and widespread unity of states in commitment to global governance in protection of human rights(AO3). • The UN created a special International Criminal Tribunal to investigate human rights abuses in the former Yugoslavia in 1993 and an International Criminal Tribunal for Rwanda in 1995 which have prosecuted and sentenced a number of

individuals who were found to have committed human rights abuses with economic support for the trials from numerous states and some states providing facilities for individuals to serve sentences(AO2) We may evaluate that the widespread support for these human rights prosecutions and calls for similar prosecutions in relation to subsequent human rights abuses (Ukraine) makes clear that there is a unity among states for global governance protection of human rights(AO3).

- The ICC has carried out a number of prosecutions for human rights abuses on behalf of its 123 members (majority of world states) from all continents of the world (AO2) We may evaluate that the court is a further example that the global community is determined to take action where human rights are challenged and that there is more unity than division in determination to see that human rights abuses are deterred and punished (AO3).

Candidates may refer to the following analytical points (AO2) and evaluative (AO3) points when disagreeing with the view:

- Sovereignty is a big issue with The Cairo Declaration on Human Rights (1990) providing an alternative view on human rights, reaffirming sharia law and has been accused of failing to guarantee some rights in the UDHR and the Bangkok Declaration of 1993 emphasizes the principles of sovereignty and non-interference which appear to clash with any commitment for intervention in protection of human rights (AO2) We may evaluate that there are many states and/or groups of people unwilling to support the concept of human rights impinging on sovereignty or acceptance of universality of human rights which indicates that there is more division than unity in global governance(AO3).
- Humanitarian intervention has been criticised as protecting or furthering western interests, undermining state sovereignty and being selective with many states speaking out to criticise intervention at the UN or elsewhere (AO2) We may evaluate that the long running and consistent criticism of humanitarian intervention, for a variety of reasons, makes clear that there is more division over the protection of human rights than unity in global governance (AO3).
- Whilst part of the justification for action in Iraq was to protect human rights, the US has been accused human rights abuses in Abu Ghraib, Guantanamo Bay, launching an illegal war killing innocent civilians, indiscriminate drone attack, Russia of human rights abuses in Ukraine and China of abuses of Uighur Muslims (AO2) We may conclude that the repeated criticisms of each other for human rights actions and abuses by so many states makes clear that there is more division than unity between states over human rights protection (AO3).
- The ICC does not have universal membership and importantly a number of large and powerful states have decided not to become members inc USA, China and India, because they believe it challenges their national sovereignty and possibly their actions and African states have expressed concern that prosecutions to date have focussed on Africans with the AU debating withdrawal(AO2) We may evaluate that the failure of so many states, including some of the largest by population and most powerful to accept the jurisdiction of the ICC makes clear that states are certainly more divided than united in protection of human rights through global governance(AO3).

Accept any other valid responses.

