

a-level exam questions & answers:

global systems & global governance (section a) >

mark scheme | 20-mark question #3



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Q.:	Sp. Ref.:	Information For Markers:	B'down:	Marks:
3)	3.2.1.4 & 3.2.1.6	<p>"Modern global agencies such as the UN have only brought benefits since their inception." To what extent do you agree with this statement?</p> <p>AO1 – Knowledge and understanding of the concept of global agencies / supranational organisations such as the UN, World Bank, WTO, European Union etc... and their respective roles in our globalised society. AO2 – Application of knowledge and understanding to identify and assess both the pros and cons of global agencies of governance.</p> <p>Notes for answers</p> <p>The direction of the response between students could vary significantly in this question, as it is fairly 'open-ended' and relies on students' own judgement and opinions in order to critically analyse this statement taking both sides into account in order to gain above low level 2. Candidates may pick either one, or more likely for higher level answers, multiple organisations and / or programs to analyse in detail.</p> <p>AO1</p> <ul style="list-style-type: none"> • Definition and / or explanation of globalisation / global governance as the overarching theme of this question. • Global governance can be defined as "the process of international cooperation among transnational actors, aimed at negotiating responses to problems that affect more than one state or region" and is intrinsically important as increasingly global challenges require global solutions. For example climate change and the role of global conferences such as COP26 / Paris Climate Accord in creating actionable change from all / nearly all nations of the world. • Nature, form and purpose of global institutions or supranational organisations (such as the European Union / EU) in our globalised world. Distinction between both may be made by candidates and credit awarded as such. • Context applied – such as a brief explanation of the history / goals / intentions of these organisations. For example the UN was founded after WWII in 1945 and has the central aim to maintain peace, dignity and equality on a healthy planet. • Reference may be made to specific programs such as the UN WFP (World Food Program) / UNESCO and its goals / challenges faced. <p>AO2</p>	AO1=10 AO2=10	20

		<ul style="list-style-type: none"> Looking at the UN, which was the most often referred case study, candidates may have made reference to pros and cons before making a relevant judgment. Reference could be made to UN programs which are mostly highly successful such as international vaccination drives as part of the WHO (World Health Organisation.) One such program has successfully eradicated polio in some of the least developed nations by 2000. Furthermore, UN peacekeeping forces and diplomatic conflict mediation has meant that the world is safer and more peaceful than at any point in recorded history. Together nations work on counter-terrorism efforts and prevent genocides. This could be countered by the argument that the UN's effectiveness varies a lot. In the Rwandan Genocide of the 1990s, for example, the Assistance Mission For Rwanda was branded a 'strategic failure' as it didn't prevent fighting or ongoing conflict. Its work led to a large refugee crisis into nearby Congo and was heavily criticised. Depending on your politics, the success of the WTO can be argued as a huge success or failure (illustrating subjective nature of question.) It creates a near-binding system of trade laws with a clear dispute resolution process but often has harmed local farmers and small businesses who struggle to compete against lower-cost mass produced alternatives. Some candidates focus paragraphs on other organisations they had learnt about such as the EU and the pros and cons of an intergovernmental body responsible for 27 member nations. Often the arguments of Brexit were chosen to highlight the negatives of such a system and used as a 'case study' to argue that were there no drawbacks, the UK wouldn't have voted to have left. Some of the highest credit answers focused on analysing the issues facing large, bureaucratic organisations in our fast-changing society – and that they are becoming increasingly slow to act on increasingly pressing issues such as climate change which could worsen in the future. Additional credit could be given to programs such as the UNCLOS 'law of the seas', IMF, 'trusteeship council for decolonisation', UN security council or otherwise. 		
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Marking Level Criteria:

This grid is used by teachers and examiners to decide first your working level, then narrow down to a mark out of 20 for all long answer questions, and the kinds of things they are looking to see in each of these answers.

Level/Mark Range	Criteria/Descriptor
TOP LEVEL 4 (16-20 marks – 80+% - typically an A* answer)	<ul style="list-style-type: none"> Detailed evaluative conclusion that is rational and firmly based on knowledge and understanding which is applied to the context of the question. Interpretations are comprehensive, sound and coherent (AO2). Detailed, coherent and relevant analysis and evaluation in the application of knowledge and understanding throughout (AO2). Full evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2).

	<ul style="list-style-type: none"> Detailed, highly relevant and appropriate knowledge and understanding of place(s) and environments used throughout (AO1). Full and accurate knowledge and understanding of key concepts, processes and interactions and change throughout (AO1).
HIGH LEVEL 3 (11-15 marks – 55-75% - B to A grade answer)	<ul style="list-style-type: none"> Clear evaluative conclusion that is based on knowledge and understanding which is applied to the context of the question. Interpretations are generally clear and support the response in most aspects (AO2). Generally clear, coherent and relevant analysis and evaluation in the application of knowledge and understanding (AO2). Generally clear evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2). Generally clear and relevant knowledge and understanding of place(s) and environments (AO1). Generally clear and accurate knowledge and understanding of key concepts, processes and interactions and change (AO1)
LOWER LEVEL 2 (6-10 marks – 30-50% - D-C grade answer)	<ul style="list-style-type: none"> Some sense of an evaluative conclusion partially based upon knowledge and understanding which is applied to the context of the question (AO2). Interpretations are partial but do support the response in places. Some partially relevant analysis and evaluation in the application of knowledge and understanding (AO2). Some evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2). Some relevant knowledge and understanding of place(s) and environments which is partially relevant (AO1). Some knowledge and understanding of key concepts, processes and interactions and change. There may be a few inaccuracies (AO1).
LOW LEVEL 1 (1-5 marks) - <25% - E or below answer	<ul style="list-style-type: none"> Very limited and/or unsupported evaluative conclusion that is loosely based upon knowledge and understanding which is applied to the context of the question (AO2). Interpretation is basic. Very limited analysis and evaluation in the application of knowledge and understanding. This lacks clarity and coherence (AO2). Very limited and rarely logical evidence of links between knowledge and understanding to the application of knowledge and understanding in different contexts (AO2). Very limited relevant knowledge and understanding of place(s) and environments (AO1). Isolated knowledge and understanding of key concepts, processes and interactions and change. There may be a number of inaccuracies (AO1)
LEVEL 0 (0 marks) – no answer provided	<ul style="list-style-type: none"> Nothing worthy of credit (something has gone ridiculously wrong if you're here!)