



Units 3 and 4 Global Politics

Practice Exam Solutions

Stop!

Don't look at these solutions until you have attempted the exam.

Any questions?

Check the Engage website for updated solutions, then email practiceexams@ee.org.au.

Section A

Question 1

Variations on:

'Public opinion' is a prevailing or majority belief or value system within a community or society. This often affects. This often influences key policy decisions made by state and other global actors and is therefore a major driving force in global politics. In 2001, for example, Argentinian president Fernando de la Rúa resigned due to social disapproval of IMF austerity measures.

- [0] for no answer / incorrect definition / example with no definition
- [1] incomplete definition (no example) / definition with an error
- [2] correct definition with an example

Question 2a

International Criminal Court (ICC) [1]

Question 2b

Any applicable roles including [2]:

- To prosecute and punish the perpetrators of genocide, crimes and war crimes
 - Be a permanent court with global jurisdiction
 - Assist national judiciaries by providing mechanisms and resources to prosecute perpetrators of genocide, crimes and war crimes
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- [0] for no answer / incorrect role / example with no role
 - [1] correct role (no example) / two roles /
 - [2] correct role with an example

Question 2c

Students must identify one aim of the ICC and outline how it promotes sovereignty (according to its definition as part of the *key terms* listed in the study design). They must then outline how this has led to success and failure by providing examples. They must indicate some acknowledgement of the cartoon. The following includes relevant / suggested material [2]:

- **Aim** – to prosecute and punish perpetrators of genocide, crimes and war crimes
- **Sovereignty** – The ICC adopts a ‘Principle of Complementarity’ which protects the sovereignty of states by precluding domestic jurisdiction / giving states responsibility to prosecute relevant criminals before it may intervene, i.e. it acts as a ‘complementary’ jurisdiction to that of states.
- **Success** – In relation to sovereignty, the ICC has been successful when lending infrastructure and mechanisms to the Special Court of Sierra Leone to convict Charles Taylor in 2012 due to his involvement with war crimes – therefore, the ICC acted secondary or complementary to Sierra Leone.
- **Failure** – In relation to sovereignty, the ICC has so far failed to prosecute Sudanese President Omar al Bashir despite issuing an arrest warrant in 2009 – in particular, Kenya decided to exercise its sovereignty by not arresting Bashir.
- **Reference to the cartoon** – relevant criminals have greater weight over the ICC, Omar al Bashir is depicted in the middle and the ICC is depicted as having little control over the criminals.

Question 3

Students must provide a definition of globalisation (according to its definition as part of the *key terms* listed in the study design). They must *describe* the way **globalisation** has **both** strengthened and undermined the power of non-state actors and provide examples for each. They may refer to more than one non-state actor from the categories listed in the study design (legal organisations or global terrorist movements) – **students are awarded if their response refers to a TNC**. The following includes relevant / suggested material:

- **Definition of globalisation** – acceleration and intensification of exchanges of goods, services, labour and capital which promote global interdependence
- **Strengthened** – technological advances such as internet, greater access to overseas travel has expanded the influence and reach of non-state actors who are able to disseminate information and attain expansive knowledge about current political events that shape their agenda and ideologies.
- **Example of strength** – global terrorist movements such as ISIS can radicalise immigrants or 2nd generation immigrants to join their terrorist agenda, breeding ground for lone wolf terrorism and greater prevalence of attacks across the globe
- **Weakened** – globalisation may mean there is greater scrutiny of these non-state actors, often affecting public opinion and can undermine the image and therefore the credibility and influence of non-state actors. Also, although NGOs may have a greater platform for raising awareness, globalisation has not forced them to promote real, tangible action.
- **Example of weakened** – the Catholic Church in comparison to its past

Question 4

Variations on:

Traditionally refers to the protection of a state's borders from intruders and the maintenance of sovereignty, most commonly achieved through using military power. China and USA, for example, maintain the two largest armies to ensure security.

- [0] for no answer / incorrect definition / example with no definition
- [1] incomplete definition (no example) / definition with an error
- [2] correct definition with an example

Question 5

Students must indicate an understanding of **diplomacy as a foreign policy instrument** and **hard power** by providing brief definitions or descriptions. They must provide two or more examples of how diplomacy and hard power have been combined and describe how this combination has both **strengthened** and **undermined** its **power** *or* **strengthened** and **undermined** its ability to **achieve national interests**. From this, the student must use this information to justify why they believe the relationship between diplomacy and hard power is important or not important. The following is a sample response:

Diplomacy, that is the participation in discussion and negotiation to influence global actors, and hard power, that is the ability to influence the actions of global actors through coercion, are complementary to one another in pursuit of national interests. In 2007, for example, China used its UNSC veto powers to prevent a resolution permitting the US, Australia and the European Union to impose sanctions against Burma for oppressing non-violent protestors. This has helped strengthen China's economic prosperity due to their consequent access to Burma's oil, gas and timber.

Such an action, however, has undermined its regional relationships – China's image as a 'peaceful neighbour' has depleted due to their support for a 'pariah' regime and has appeared indifferent to Burma's oppressive domestic policy. Consequently, China has had to combine soft power with diplomacy by, for example, supporting UNSC sanctions against North Korea's 2006 and 2009 nuclear tests to improve its national standing.

Therefore, whilst diplomacy and hard power have complemented one another, their relative importance can at times be undermined, forcing states to combine soft power and diplomacy instead [6].

Question 6

Students must analyse the ideas and debates and different interpretations of their state's national interests through a 'pragmatism' versus 'idealism' framework. They must indicate their knowledge of these ideas by providing a brief definition of them according to their definitions listed in the *key terms* of the study design. They may analyse the state's national interests in general or focus on a specific national interest. They must provide an example of how their chosen state has pursued national interests under each 'side'. The following is a sample response:

Various ideas and interpretations of a state's national interest are often defined by a dichotomy between the 'pragmatist' and 'idealist' schools of thought. This can be seen in recent foreign policy of the United States in pursuit of national security.

Pragmatism, that is foreign policy influenced by practical considerations, has been exemplified in the 'Hawkish' character of the Bush Administration (2001 – 2008). Here, there was a greater willingness to use military power to wage a 'war on terror' in retaliation to the September 11 attacks such as the invasion of Afghanistan in 2001. This was also seen in the invasion of Iraq in 2003 with the alleged claim of ridding 'weapons of mass destruction'.

On the flipside, the subsequent Obama Administration (2009-2016) has adopted a more idealistic approach, that is having foreign policy decisions influenced by moral as opposed to practical considerations. By 2014, for example, Obama had withdrawn all troops from Afghanistan, and has since refused to use military power as this may provoke terror threats such as those posed by religious group ISIS and thus undermine national security. Consequently, he has instead utilised soft diplomatic power and rhetoric support for 'moderate' Islam as a tool to tackle terrorism, claiming that "Islam has a proud tradition of tolerance" and that "the sweetest sound I know is the Muslim call to prayer"[6].

Question 7

Variations of:

Ethics seeks to address questions of morality, that is what is 'right' and 'wrong', whereas justice refers to the concept of moral rightness based on ethics, law and fairness that also seeks punishment when said ethics are breached. Ethics, for example, can be seen in the dichotomy between the realist and cosmopolitan approaches to foreign policy and justice can be seen in the aims and roles of international organisations such as the International Criminal Court (ICC).

- [0] for no answer / incorrect definition / example with no definition
- [1] incomplete definition (no example) / definition with an error / complete definitions stated in isolation
- [2] correct definition with an example and clear distinction made

Question 8

Students must select one ethical issue. They must indicate their understanding of the terms 'realism' and 'cosmopolitanism' by providing brief definitions according to the *key terms* outlined in the study design. It is suggested that they describe this dichotomy by referring to an ethical debate, though they may also do so through knowledge of treaties and responses pertaining to their ethical issue.

- [0] for no answer / incorrect definitions / examples with no definitions / only one definition / definitions with no link to the ethical issue / same ethical issue as **Question 9**
- [2] – [1] either key terms and their complete and correct definitions + [1] with link to the ethical issue
- [4] – [2] both key terms and their complete and correct definitions + [2] with both of their links to the ethical issue

Question 9a

Must state full name of treaty and year. 0 marks awarded if only the abbreviation is stated and if the treaty relates to the same ethical issue stated in **Question 8** [1].

Students must refer to the same treaty stated in **Question 9a**. They must analyse the strengths and weaknesses of the treaty in tackling the issue. Students must outline some of the features of the treaty. Students should only be awarded half marks if no response by a relevant global actor is referred to. 0 marks should be awarded if the treaty relates to the same ethical issue stated in **Question 8**. The response by a relevant global actor must relate to the treaty stated. The following is a sample of part of a response:

The 1989 Convention on the Rights of the Child (CRC) has had some positive impact on the issue of human rights, particularly in the establishment of the Committee on the Rights of the Child. In 2006, for example, the government in Ireland altered the words of its constitution to make an explicit commitment to children's rights in the constitution, after concern was expressed by the Committee about the Irish constitution not allowing the state to intervene in cases of abuse of children's rights.

The CRC's impact, however, has also been somewhat limited. In response to Article 32 which urges governments to protect children from harmful and exploitative work, India has passed legislation in 2006 to protect children in this respect. Despite this, there has been evidence of some abuses of children's rights by India – it has been estimated that 60 million children under 13 years old remain as child labourers.

Question 10

Variations of:

A principle or action adopted by a state whose foreign policy decisions are pursued without the agreement of another state or other states. In 2003, for example, the United States invaded Iraq despite it not receiving legitimate approval by the international community.

- [0] for no answer / incorrect definition / example with no definition
- [1] incomplete definition (no example) / definition with an error
- [2] correct definition with an example

Question 11

Students must structure their response clearly. They must firstly indicate an understanding of their global crisis by providing a brief overview and then define their relative aspect. They must also provide an example to illustrate this relationship.

- [0] for no answer / inaccurate definitions / example with no definition / incorrect aspect / reference to an aspect not listed / global crisis same as the one referred to in **Question 12**
- [1] for an indication of an understanding of the ethical issue and aspect / no examples
- [2] for an overview of an understanding of the ethical issue and aspect / no examples
- [3] for a comprehensive and detailed explanation of the ethical issue and the aspect with examples
- [4] for a comprehensive and detailed explanation of the ethical issue and the aspect with examples and a justification of its relationship

Question 12

Students must structure their response clearly. They must define the relationship between the global crisis and the aspect clearly. They must explain the strengths and weaknesses of effective resolutions to a chosen global crisis. The global crisis must not be the same as the one selected in **Question 11**. Students must focus their response on the aspect. They must not refer to any resolutions beyond the scope of the listed aspect. The following is part of a sample response:

Global responses to terrorism have been deeply challenged by asymmetric warfare – that is, war fought between opponents with unequal levels of military, economic and technological power with consequent warfare strategies adapted to the needs of the week.

This can be seen in the apparent power imbalance between the state, which has a military capacity and non-state terrorist organisations that do not have access to military. Despite this, such terrorist organisations as al-Qaeda and ISIS tend to use unconventional means of ‘utility of violence’ to pursue their agendas which often serves as a strategic advantage to the more conventional military measures used by the United States.

In response to non-state terrorism, for example, the United States, according to Forbes in 2015 has used \$1.7 billion worth of tax contributions to finance the war on terror since 2001; however it only cost al-Qaeda approximately \$40,000 to carry out the 9/11 attacks.

Section B

Consult your teacher for feedback.

General advice:

Question 1

This question asks students to discuss a statement which essentially proposes that non-state actors will never gain enough traction to the extent that states become irrelevant in the global political community. Students may have approached this question in a variety of ways. The best way is to try to form a unique and distinguishable structure, though always link the analysis to the statement. Students must provide evidence both for and against the statement and, ultimately, form a contention, i.e. their opinion on their statement. Students may have evaluated the aims, roles and power of any global actor, though the greater the variety, the more comprehensive and therefore impressive the response would be – naturally, providing greater scope in the discussion of global politics would serve as greater justifications to the contention.

Question 2

The premise of this question stems from the preamble of Unit 3 AOS 2 of the study design which states that *'the rise of so-called 'third-agenda' issues has elevated the awareness and importance of particular national interests.... Which inform and shape the debate over what constitutes national interests.'* This issue must therefore be acknowledged in the essay. To help guide discussion on the different interpretations, students must provide examples of the way in which these ideas and interpretations are applied through the use of foreign policy instruments – though the main focus of the essay is ultimately on the different interpretations rather than an evaluation of the power and success rate of achieving the state's national interests.

Question 3

This question essentially asks the student to discuss the debates surrounding their ethical issues through a 'realist' versus 'cosmopolitan' lens. It is advised that students clearly refer to the ethical debates listed in the study design. Students must also make a clear distinction between ethics and justice and make links between these key terms and the two schools of thought. The student must ultimately form a contention and demonstrate an argumentative analysis – the main skills being to apply theory with evidence to support their contention.

Question 4

This question was framed around the *key terms* listed in the study design. There are two components in the statement: firstly, that global crises spawn from globalisation; and secondly that international cooperation is the only resolution to these crises. Students must define each of the key terms and indicate their links to the topic. It is suggested that students describe the causes of their respective crises in response to the first component and evaluate the responses by relevant global actors in response to the second component. Responses may be structured in any way, though it is suggested to make the response unique and clear.