



GENERAL COMMENTS

The 2013 Global Politics examination was the second examination of the current *VCE Global Politics Study Design*. Overall, the examination was completed well by the majority of students; however, there still appears to be some confusion regarding specific requirements in several of the Areas of Study. The majority of students completed the examination paper in the allotted two-hour time period.

Several students appeared to have misjudged the writing time and failed to complete the examination. Time management is a critical skill, and needs to be practised on a regular basis. Students can make best use of the 15-minute reading time by considering how they will respond to each of the questions, and developing a specific plan for responding to the essay question in Section B.

Good examination technique is vital. Where a student has continued their answers in the extra pages at the end of the examination booklet, they must clearly indicate this on the question page as well as on the extra page(s). Students should only use black or blue pen when writing answers. Pencil should not be used, as it can be difficult to read. Students should respond directly to short-answer questions; for example, good answers to Questions 3 and 11 only needed a few concise sentences.

The questions that most clearly reflected student performance were Questions 6 and 7 in Section A, and the essay question in Section B. Some students used pre-prepared responses, which failed to directly address the requirements of the question. Students who were well-prepared were able to structure their answers more thoroughly, referred to the question asked and wrote in a cogent style, including relevant evidence to support their answer.

Most students appear to have understood the underlying concepts and demonstrated a sound grasp of the course content. However, some students did not appear to have read the instructions carefully, particularly the short-answer questions on Power in the Asia-Pacific region. For example, despite Questions 6 and 7 clearly stating that 'one of the following five states must be used', several students wrote about more than one state.

Similarly, the question clearly specified that the types and forms of power used 'must be within the region'. Again, some students included examples from outside the Asia-Pacific region, such as China's foreign policy initiatives in Africa, Europe and or the Caribbean, Australia's relationship with India or Sri Lanka and the involvement of either Australia or the United States in a military conflict in Afghanistan. The states that are included within the Global Politics definition of the Asia-Pacific region are listed on page 36 of the study design.

SPECIFIC INFORMATION

Note: Student responses reproduced in this report have not been corrected for grammar, spelling or factual information.

This report provides sample answers or an indication of what answers may have included. Unless otherwise stated, these are not intended to be exemplary or complete responses.

The statistics in this report may be subject to rounding errors resulting in a total less than 100 per cent.

Section A

Global actors

Question 1

Marks	0	1	2	Average
%	8	24	68	1.6

Question 1a.

Students were required to state one aim or objective of the World Trade Organization. For example

- liberalise global trade
- promote economic growth and stability
- lay down the rules for world trade

2013 Examination Report



- liberalise trade between member states
- lower subsidies, reduce and/or eliminate tariffs
- protect copyright
- resolve trade disputes between states.

Students could have paraphrased one stated aim or objective, provided that the meaning remained intact. It is important to note that a mechanism of the World Trade Organization is not an aim or objective.

Question 1b.

The example selected by the student in Question 1b. did not need to match the aim or objective stated in Question 1a. Students simply had to state one example of an action taken by the World Trade Organization.

Some of the more common actions identified included

- New Zealand winning its 'fire blight' apple case against Australia
- ratifying the Australia-United States Free Trade Agreement (AUSFTA)
- ongoing trade liberalisation talks, i.e. the moribund Doha talks
- challenging Australia's plain-packaging tobacco laws
- Indonesia taking the United States to the WTO over its clove cigarette ban
- US-China rare earth minerals case being sent to a dispute mechanism.

The following is an example of a high-scoring response.

In handling trade disputes within the international community, the World Trade Organization aims to ensure the freer movement of exports between states. An example of this is settling the dispute between Australia and New Zealand, ruling that Australia must allow New Zealand's apple exports to enter Australia.

Question 2

Marks	0	1	2	Average
%	16	26	58	1.4

The study design defines global governance as 'Institutions, rules, norms and legal arrangements that seek to facilitate cooperation, and manage relations, between states. Governance is carried out by both governmental organisations such as the United Nations and non-governmental organisations such as the International Criminal Court.'

Students were not required to include an example. Students are to be discouraged from writing 'circular definitions', where the word being defined is used within the definition.

Question 3

Marks	0	1	2	3	Average
%	8	13	30	49	2.2

Students needed to clearly show how state sovereignty can be challenged, rather than simply describing a situation that impacts upon the sovereignty of a state.

A group challenging a state's authority, such as the conflict in Syria or Libya, is not deemed to be a contested and changing border issue, as it is the government's authority that is being challenged, rather than the border itself; there is no ethnic group calling for autonomy. As per the study design requirements, the example used must be from the 21st century.

Common examples given were

- China and Tibet
- Falkland Islands
- Kosovo
- Several South China and East China Sea disputes involving China, Japan, etc.
- South Ossetia
- Sudan-South Sudan.



The following is an example of a high-scoring response.

Contested and changing borders can challenge state sovereignty as they challenge the aspects of statehood of a permanent population, recognised sovereignty and defined borders. For example the area around Abyei on the border between Sudan and South Sudan is claimed by both states. Consequently, the recognition of defined borders, and the recognition of a permanent population in either state is disputed. This affects Sudan and South Sudan's sovereignty as neither state has been declared the rightful authority over the territory.

Question 4

Marks	0	1	2	3	4	5	6	7	8	Average
%	4	1	4	8	12	14	21	21	17	5.5

Any non-state actors (NSA) were accepted, including institutions of global governance, human rights organisations, environmental organisations, organised religions, global terrorist movements, organised crime syndicates and transnational corporations. This also includes individuals who represent a non-state actor, e.g. Ban Ki-Moon, the Dalai Lama and Pope Francis I.

Influence refers to the ability of the NSA to engineer change, generate action, achieve some of its aims and engage public opinion.

The following is an example of a high-scoring response.

Non-state actors are increasingly playing a more important role in the global political arena, and have been able to use their growing power to influence the actions of others. However, while they have considerable influence they also have some limitations.

Greenpeace an environmental NGO that operates in over 40 states, has extended its influence in recent years. Due to globalisation, Greenpeace has managed to spread its messages around the world with rapid changes in technology and communications. Its influence can also be seen in the ability to shape actions of other actors. In 2012, Greenpeace appealed to 'John West' canned tuna producer; to stop using inhumane fishing implements when catching fish. After much campaigning John West promised to stop this inhuman fishing practice, pledging to only conduct humane practices. However, while Greenpeace has had success over the actions of some actors, it is not above the law and it cannot really change the laws within a sovereign state. Greenpeace activists have been recently accused of hooliganism by the Russian government for boarding an Arctic oil rig. Despite much campaigning for their release, Greenpeace has been unsuccessful in influencing Russian legal authorities to reduce the charges that currently carry up to a 7-year jail term.

Al-Qaeda is another non-state actor that has been able to influence many actors in the political arena. Al-Qaeda is a loosely affiliated group of terrorists, which seeks to create an Islamic caliphate and rid the Islamic world of western or secular influences. It has been successful in influencing the actions of many states that have heightened and strengthened security measures (as seen in the USA with its PATRIOT Act). Similarly it has had some influence, particularly from the legacy of Osama bin-Laden, in the use of suicide bomb attacks which have become widely used by other terrorist groups as well as Al-Nusra, and the Taliban in Pakistan.

However, Al-Qaeda has not always been successful in influencing other actors. Over the past two decades according to The Guardian, Al-Qaeda has been rejected by numerous states such as Saudi Arabia, and Pakistan, indicating that its influence is not unanimous. Similarly since 2005–2006 Al-Qaeda's activities and influence have actually lessened, as has its global influence. This has occurred despite many media outlets reporting on and sensationalising Al-Qaeda's apparent level of control and influence in the global political arena.

Power in the Asia-Pacific Region

As mentioned in the introductory comments above, it was crucial that students use only **one** of the following five states: Australia, China, Indonesia, Japan or the United States of America, and that the types and forms of power used by the specific Asia-Pacific state must have been within the region.

Question 5

Marks	0	1	2	Average
%	9	16	75	1.7

The study design defines nation-state as being a 'political social grouping in which people within territorial boundaries, with recognised sovereignty, have common bonds based on culture, language and history'.

2013 Examination Report



Again, students were not required to include an example.

Question 6

Marks	0	1	2	3	4	5	Average
%	12	11	17	29	22	9	2.7

This question proved a challenge for many students. While several students understood what cultural power was, they were only awarded full marks if they clearly analysed the use of cultural power by one Asia-Pacific state (Australia, China, Indonesia, Japan or the United States of America), in one state in the Asia-Pacific region. Many students simply examined the impact of cultural power in a number of states or regions, or across the world in general.

Common examples used included

- USA in Australia: AUSFTA; Radio Free Asia; Dennis Rodman visiting North Korea
- Australia in USA: 'G'Day USA'
- China within China itself: mandating business transactions in Han Chinese; banning the teaching of the Uighur language; closing mosques
- China in Australia: Pandas to the Adelaide Zoo; opening Confucius Institutes
- Indonesia: banning West Papua cultural parades; komodo dragons; Bali and tourism.

The form of power used must be cultural, as opposed to a policy having a cultural effect. For example, the encouragement of Han-Chinese migration into Tibet to dilute elements of Tibetan culture is a political form of power, rather than a cultural form.

The following is an example of a high-scoring response.

Cultural power, being the use of one's own identity in order to influence the actions of other actors, has been important in complementing Australia's use of other forms of power to achieve its national interests.

This can be seen in the G'day USA program, which has been run in major US cities such as Los Angeles and Washington DC since 2004. Over this period, 500 Australian businesses have been showcased to date in an effort to promote Australian business culture and innovation in the US. This objective is to complement Australia's interests in a strong partnership, as a middle power, with the world's largest economy. This cultural power expands upon people-to-people links between the two states, exploiting economic and security partnerships that occur on a governmental level.

Cultural power is important in expanding on Australia's ability to achieve its national interests.

Question 7

Marks	0	1	2	3	4	5	6	7	8	Average
%	10	4	8	10	14	11	17	14	13	4.6

To receive full marks, students had to identify several specific uses of trade (giving appropriate examples) and clearly evaluate or weigh up how effective those specific uses have been in achieving a state's national interests.

Common examples of trade policy include

- Free Trade Agreements: AUSFTA, TPP, PACER, NAFTA, Three Direct Links
- involvement in various trade organisations: WTO, ASEAN, APEC
- lobby groups such as Cairns Group, NFF, PETA
- economic action: currency regulation/manipulation, sanctions/embargoes, policies to attract Foreign Direct Investment (FDI), creation of a customs union.

Students must also ensure that trade is explained and examined as a foreign-policy instrument, i.e. its use external to the state. Some students failed to examine the impact upon elements of national interest, or only looked at one element of national interest when the question clearly referred to 'national interests'.

The following is an example of a high-scoring response.

Trade has largely been successful as a foreign policy instrument for Australia, although not without its limitations.

Trade is integral to the Australian national interest of economic development. Australia is the 20th largest importer and 21st largest exporter in the world. Its largest two-way trading partner is China accounting for nearly 20% of its total trade. The



exporting of Australia's natural resources to China provides greater enmeshment with the world's second largest economy, this is important in strengthening the Australian economy and its influence as a middle power. However, this is not without its limitations. Australia has been unable to date to secure the long sought after and highly prized Free Trade Agreement (FTA) with China despite some eighteen rounds of negotiations since 2005. This bars Australia's economy from becoming more liberalised and more strongly linked to the Chinese economy.

Another important use of trade as a foreign policy instrument is in enhancing Australia's bilateral relationship with Indonesia. Indonesia is Australia's 12th largest trading partner and pivotal to the national interest element of strong regional relationships. The particular strength is the ability of Australia to sell beef into Indonesian markets. Recently PM Abbott secured an extra 53000 tonnes in the December 2013 qtr. However, this trade relationship had recently suffered badly from Australia temporarily suspending beef exports in June 2011 following an outcry from animal rights activists who were concerned over the treatment of cattle in Indonesian abattoirs. While this action was done for ethical or principled reasons it did damage Australia's relationship with Indonesia.

In addition, free trade agreements like the one with the USA (AUSFTA) are pivotal in enhancing Australia's economic development. This FTA eliminated two thirds of agricultural tariffs immediately, this is important as 60% of Australia's agricultural production is exported annually. However the stalling of the WTO's DOHA round of multilateral trade talks that potentially may have further liberalised the heavily subsidised global agricultural market has hampered Australia's economic development.

Evidently, trade is effective as a foreign policy instrument although it is only one of several avenues used to secure Australia's national interests and is most effective when used in conjunction with other instruments.

Ethical issues and debates

Question 8

Marks	0	1	2	Average
%	17	27	56	1.4

The study design defines an international society as being a 'Notion of a "society of states" in which law, order and cooperation are the basis of interaction, and that states work towards achieving common ideals and goals. The extent to which a functioning and an effective international society exists is contentious'.

Again, students were not required to include an example. However, many students did provide one, such as the Doha trade talks, the United Nations, Millennium Development Goals and disaster relief such as that implemented after Cyclone Nargis. The G20 was not accepted as an example, as it is a selective group with membership based on the size of a state's economy.

Question 9

Marks	0	1	2	3	4	5	6	Average
%	5	5	12	15	21	19	24	4

In answering this question students needed to focus on the effectiveness of one global actor's response to the nominated ethical issue, rather than simply providing a narrative of the ethical issue. High-scoring responses included specific details and action related to the issue. Common examples used included

- United Nations: 1973 resolution, use of the veto, UNHCR, MDGs, ATT, chemical weapons and Syria, cluster munitions, nuclear weapons and Iran
- United States of America: Guantanamo Bay, SB 1070, Fence Act, Arms Trade Treaty, failed gun-control legislation
- European Union: economic actions on Syria, lifting the embargo on arms to Syrian rebels, African refugees arriving on the island of Lampedusa
- Australia: Pacific Solution, PNG solution, Operation Sovereign Borders
- Arab League: sanctions on Syria, recognising rebel group authority, peace flotilla
- International Criminal Court: prosecutions of accused war criminals
- NATO in Libya in 2011.

Students should be aware that an international treaty is not a global actor.

The following is an example of a high-scoring response.

The Indian government has responded positively to its obligations as a party to the so-called Trafficking Protocol (2000). It is estimated that there are currently 300,000 to 500,000 children involved in prostitution in India, indicating a significant people

2013 Examination Report



trafficking issue. In 2006 the then Indian government in a joint effort with the United Nations office on Drugs and Crime (UNODC), established the Integrated Anti-Human Trafficking Unit (IAHTU) focussing on matters such as training of police and raising community awareness of the issues around people trafficking and child prostitution.

Between January and September 2007, 1,020 traffickers were arrested and 716 children rescued. While these numbers may appear to be relatively small, considering the magnitude of the issue, it is still a positive step in tackling this issue of people movement and also acts to deter traffickers despite the high profits involved.

Question 10

Marks	0	1	2	3	4	5	6	7	Average
%	6	4	8	14	17	19	23	10	4.3

The ethical debate chosen by students could have been from page 41 of the study design, but it did not have to be. If a student chose a debate that was not listed, i.e. security interests over universal human rights, personal sovereignty vs. national sovereignty, it needed to be clearly explained and explored.

Students who chose to analyse an ethical debate in a theoretical context only could receive full marks. ‘Debate’ implies two perspectives. The opposing elements of a debate are not consistently being stated or examined. Students needed to discuss both of these in equal depth.

The following is an example of a high-scoring response.

One ethical debate to do with Human Rights is periodic opposition to cultural norms and on a larger scale the question of the universality of human rights at all. One specific example was seen in an article in the magazine Foreign Policy: ‘Malala’s Forgotten Sisters,’ which detailed the custom of ‘Swara’ in tribal areas of Afghanistan and Pakistan. Under ‘Swara’ local courts called Jirga’s, make rulings where girls are legally passed onto another family as compensation for the commission of a crime, such as murder; the children born by the girl/women in future replace the person who has been murdered.

Although this appears unpalatable to people in the West as it runs against principles espoused in the United Nations Declaration of Human Rights (UNDHR), a cultural relativist standpoint would prescribe that the act of ‘Swara’ is a cultural norm in those regions and we in the west have no right to judge another culture on our own norms. Conversely, it is also possible to argue that universal human rights do exist and that they could and should transcend cultural differences.

Crises and responses

Question 11

Marks	0	1	2	3	Average
%	4	17	32	48	2.2

Students were only required to describe one cause of a global crisis. The cause could be short-term, i.e. post-2000, but also longer-term, i.e. pre-2000 responses could still receive full marks. Some students described the crisis in a more general sense without identifying a specific cause. Detail on the actual cause and how it contributed to the crisis was required.

The following is an example of a high-scoring response.

A cause of the intrastate conflict in Syria was due to internal pressure of protest demanding political change. Thus the violent repression from the al-Assad regime to “squash the threat” (Assad representative 2013) in the likelihood of potentially losing power escalated the situation into a civil war, as civilians responded with violence against the state’s violence, al-Assad had unleashed on them.

Question 12

Marks	0	1	2	3	4	5	6	Average
%	5	4	11	19	22	20	18	3.8

The use of the term ‘characteristics’ in this question appears to have caused some confusion among students. Students needed to describe each aspect as it relates to a global crisis. Descriptions that were literal and did not display a deeper level of understanding did not receive full marks. For example, deforestation is not just about ‘removing trees’.

The following is an example of a high-scoring response.



Many years ago Carl von Clausewitz suggested that war is merely a “continuation of state policy by other means”. In essence, this encapsulates the idea of war as an instrument of state policy, as it suggests that just as a state could employ diplomatic over economic power, war is another policy option. The USA used war as an instrument of state policy when embarking on conflict with Iraq in 2003, as it was using a foreign policy tool, designed to ensure the security of their state.

Characteristics of asymmetrical conflict centres upon two belligerents who are unequally resourced. This can be seen in the War in Afghanistan, where the Taliban have been fighting the more conventionally powerful and technologically superior United States military and its allies with simpler weapons such as Improvised Explosive Devices (IEDs.) Another characteristic of asymmetrical conflict is the avoidance of direct confrontation on behalf of the ‘lesser’ side. Instead of confrontation, the ‘lesser party’ relies on kidnapping, surprise attacks often upon civilians and suicide bombings to drive home their tactics.

Question 13

Marks	0	1	2	3	4	5	6	Average
%	7	4	12	17	19	17	23	3.8

This question required students to explain two solutions from one of the crises listed. If a student explained two solutions from two separate crises (i.e. state and non-state terrorism), only the first solution was assessed.

Solutions could have been actual ones, i.e. the Arab League imposing sanctions upon Syria in 2011, or proposed solutions, i.e. the often-mooted UN-backed military intervention into Syria.

The following is an example of a high-scoring response.

One proposed solution from a key global actor in tackling ‘environmental degradation’ is the Great Green Wall, a project shared through the multilateral efforts of the United Nations, Greenpeace and several sub-Saharan states. The Great Green Wall is a rather monumental project that aims to prevent desertification spreading into the relatively verdant belt of bushland known as the Sahel. The Great Green Wall aims to utilise cacti and acacia trees to stop the desert from dominating the Sahel, which is home to hundreds of communities and a place of refuge for Saharan nomadic groups. The Great Green Wall is largely funded by the United Nations and environmentally focussed NGOs and aims to find a sustainable solution to the urgent issue of desertification. The wall has had some relative success but remains largely incomplete due to local turmoil and inadequate resourcing.

Another proposed solution from a global actor in relation to the issue of ‘environmental degradation’ is the Direct Action Plan (DAP) proposed by the new Australian government led by PM Abbott. DAP aims to establish a \$2.55 billion dollar Emissions Fund for Australia’s largest polluters over four years. This fund will be used to finance carbon emission reductions and establish safer, more environmentally compatible procedures without greatly interfering with industry. It also aims to establish more solar panels to be used to generate energy, to modernise energy usage in Australian homes, plant millions of trees and fund alternative energy algal research. The Abbott government believes that the DAP will encourage industries to reduce their own carbon emissions and meet Australia’s 5% emissions reduction target from year 2000 levels. DAP will be enacted in 2014, once the carbon tax has been repealed.

Section B – Essay

Question chosen	none	1	2	3	4
%	1	17	36	19	27

Marks	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Average
%	2	1	1	1	1	2	3	3	4	5	6	7	8	8	10	9	8	8	8	5	2	12.7

Many students appeared to use essay plans to structure their approach. This is an excellent tool that helps students to gather their thoughts, consider the approach they will adopt and identify the key elements to be discussed in each paragraph.

The most successful essays addressed the topic/contention directly in their introduction, then constructed a relevant response using the language of the study, supporting their analysis and discussion with appropriate examples and evidence.

The best responses argued a position as well as discussing issues for and against the prompt.

Students did not need to rewrite the essay topic. They did, however, need to clearly indicate which topic they were writing about, using the space provided.



Question 1

This was the least popular of the four essay topics. Students needed to go beyond simply describing the work undertaken by the United Nations (UN) and look more critically at exactly how effectively this institution of global governance achieves its aims. Responses that were purely descriptive could not be awarded high marks.

In looking at the effectiveness of the UN, students need to compare the institution's aims to its results. Some students also explained why the UN is limited in effectively achieving its aims, but this was not necessary in order to achieve full marks.

Many students responded to the question by examining a number of bodies and organisations, for example, the United Nations High Commissioner for Refugees, the UN Security Council and the International Court of Justice, or specific programs, such as the Millennium Development Goals and World Food Program.

The following is an example of a good introductory paragraph.

Established following the end of the Second World War, the United Nations (UN) aims to bring about global peace and prosperity through acting as an international forum for its 193 member-states to participate within. The UN attempts to achieve its goals via various organs such as the Security Council with its powers of applying military action, the General Assembly through its resolutions 'bully pulpit' and the Human Rights Council, which aims to ensure states adhere to their responsibilities. However, despite the UN's best efforts, in the end it's only as powerful as its member-states allow it to be, and as such it is unable to in a large way challenge the traditional 'Westphalia' consensus, of states being the primary actors in global politics. While the UN has had some success in its efforts to bring about its goals, it has also failed in some aspects as well.

Question 2

This essay topic on power in the Asia-Pacific region was the most popular of the four. Students needed to discuss at least two foreign policy instruments; some students chose to discuss more.

Students needed to engage with the essay prompt in depth and not just make superficial statements that are unsupported by relevant evidence. Clear connections between instruments and the chosen state's national interest had to be made, outlining the instrument and what it sought to achieve with regard to the national interest, and then discussing its effectiveness in doing so.

Some students merely described how foreign policy instruments have been used. Students who did not make connections to the national interest did not achieve high marks for the essay. Similarly, students who assessed the extent to which national interests have been achieved without drawing any connection to the use of foreign policy instruments did not high marks for the essay.

The following is an example of a very good introductory paragraph.

Foreign policy is used by states, such as China, to achieve their national interest, thereby the two are intrinsically linked, as national interest outlines the goals and objectives of foreign policy and is used to justify policy action. Moreover, a states ability to use its foreign policy to achieve its national interest is directly related to its power, which is the ability to induce actions by other actors on their behalf. China, a potential 21st Century powerhouse can wield considerable power in the Asia-Pacific region as it attempts to use foreign policy instruments such as diplomacy, trade, aid and military power to help achieve its national interests of; territorial integrity, economic development, creation of a harmonious society and a peaceful rise.

Question 3

This was the third most popular essay topic this year. Many students chose to tackle this essay topic by looking at two international laws or treaties. Students could also have elected to examine one or two ethical issues. Students who chose to only describe international laws and treaties without analysing their actual effectiveness could not score very highly. Similarly, a response that only looked at one treaty could not score full marks.

The United Nation's Responsibility to Protect (R2P) doctrine and the Rome Statute that established the administrative framework for the International Criminal Court were not accepted as examples of international treaties and laws.

In discussing effectiveness, students needed to compare and assess the aims of the treaties with their actual results, and consider whether adequate enforcement mechanisms exist to help uphold the integrity of these treaties. As many treaties have no effective enforcement mechanism, some students used this argument to highlight the lack of effectiveness of international laws and treaties.



The following is an example of a good introductory paragraph.

In the increasingly globalised and interconnected world with which we live, very few states, if any, have the luxury of disregarding the ethical issues around people movement. With 10.4 million refugees globally (UNHCR 2012), it can easily be recognised why this crisis cannot be solved unilaterally. Thus with the increasingly rapid breaking down of borders due to globalisation, institutions of global governance such as the United Nations has implemented numerous laws and treaties, including the 1951 Convention on Refugees and the 1967 Protocol relating to the status of refugees. However, some states find themselves conflicted between fulfilling their obligations under international laws and what actions their national interest requires, thus making some international laws ineffective. In this essay the contested notion of global citizenship and the overriding impacts of a states pursuit of power and security will be explored in relation to Australia and Indonesia.

Question 4

This was the second most popular essay topic this year. Students could have chosen to look at one global crisis, for example conflict, and then examined two examples, one interstate and one intrastate, or they could have examined two crises, for example, terrorism and economic instability.

If a student selected the ethical crises of state and non-state terrorism, both forms must have been discussed. If only one form of terrorism was discussed, the response could not be awarded full marks. If a student selected intrastate and interstate conflict, again, both forms must have been discussed. Similarly, full marks cannot be awarded for a high-quality response that only looked at one global crisis.

Student responses that simply described international responses/cooperation to a global crisis but provided no analysis could not score highly.

Students were expected to engage with the concept of ‘effective resolution’ and to clearly link this to the concept of ‘international cooperation’, discussing why the latter often appears to stand in the way of the former. A lack of international cooperation can often be explained by the overriding national self-interest of a state or a number of states.

Those students who simply discussed the challenges facing effective resolution without clearly linking to the notion of international cooperation did not score very highly.

The following is an example of a good introductory paragraph.

A lack of international cooperation is instrumental in inhibiting the ability of states to find appropriate and effective resolutions to global crises. This was most notable seen in the ongoing intrastate conflict in Syria. However, international cooperation can aid in the instigation of a global crisis as seen in the interstate conflict in Afghanistan. Furthermore, whilst international cooperation can pose as a key challenge, a number of other factors can influence whether or not an effective resolution can or cannot be found.