



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 – Short-answer questions

Question 1

Variations on:

‘Systems of coordinating relations between three or more states, usually in pursuit of objectives in particular areas.’

- One mark for an incomplete definition or a definition with an error.
- No marks for no answer or an incorrect definition.

Question 2a

Stating one of the following in full would be sufficient to score one mark.

- To keep peace throughout the world
- To develop friendly relations among nations
- To work together to help people live better lives, to eliminate poverty, disease and illiteracy in the world, to stop environmental destruction and to encourage respect for each other’s rights and freedoms
- To be a centre for helping nations achieve these aims

Question 2b

Possible responses include:

- The five permanent members have the ability to veto, leading to criticism that the political motives and strategic interests of these five members are protected
- The five permanent members reflect the post-WWII world order and other major powers such as Japan, Germany, Brazil and India (among others) deserve permanent member status
- The five permanent members are all nuclear powers
- The UNSC, unlike the General Assembly, does not have true international representation
- The ten non-permanent members are only elected for a two year term, which is not sufficient
- Past failures of the UNSC, such as the delayed response to the Rwandan genocide, suggest that the veto power acts to threaten fast and effective responses to crises

Question 3

In an eight mark question, students should make sure their response is structured. Make sure your first sentence answers the question. At least two detailed examples, or three to four less detailed examples should be used to support your contention. A concluding sentence reaffirming your argument should also be included. A range of responses are appropriate depending on the line of argument a student wishes to take.

Question 4

Variations on:

‘School of thought in which foreign policy is influenced above all else by practical and pragmatic considerations, as opposed to moral principles.’

- One mark for an incomplete definition or a definition with an error.
- No marks for no answer or an incorrect definition.

Question 5

Main differences include:

- Nations must be culturally homogenous; states do not need to be.
- States require a permanent population, a defined territory and recognised sovereignty, whereas a nation may not possess any or may only possess some of these characteristics

An example of a high-scoring response:

Nations, unlike states, require common bonds based on culture, language and/or history. The Tibetans, over the course of thousands of years of history, have formed a nation but are not a state, as they do not have recognised sovereignty. A state can be distinguished from a nation because it has recognised sovereignty and a defined territorial boundary. Australia, as it possesses these characteristics, is a state. The fact that Australia is not culturally homogenous does not threaten its status as a state.

Questions 6a

Responses to this question will vary depending on which Asia-Pacific state a student studied over the course of the year. Forms of hard power include military power, coercion and threats. Forms of soft power include diplomacy, trade and aid.

To gain full marks for this question, students must provide a specific example of one of the forms of power mentioned above. Stating the China employed trade as a form of soft power in its relations with Taiwan is not enough. A specific trade venture (for example, the name of the policy and the year it was implemented) must be articulated.

Question 6b

Responses to this question will vary depending on which Asia-Pacific state a student studied over the course of the year. This question requires students to reach a verdict and not simply sit on the fence.

An example of a high-scoring response:

Hard power refers to the use of military threats and coercion to achieve a nation's goals or ambitions. China often looks to using hard power over soft power in pursuit of its national interest, especially territorial integrity. It has had varied success with this approach. For example, in response to the 2008 Lhasa riots in Tibet, the Chinese government led a military crackdown, using gunfire and tear gas to dissolve the protests. CNN reported that 50 monks were detained and 18 civilians killed as a result of the crackdown. This strategy was highly ineffective for China, because it received international condemnation and inadvertently brought priceless media coverage of separatist claims. This use of hard power was, in retrospect, a calamity for China. An attempt at soft power by China has been more effective in achieving territorial integrity. Between 2006 and 2008, the PRC government invested \$10.2 billion in 180 infrastructure projects in Tibet. This use of soft power was effective because it enabled China to appear humble and co-operative, rather than totalitarian and repressive. For the reasons discussed above, China has had little success in its use of hard power since 2000 and would be more effective in achieving its national interests if it engaged in soft power.

Question 7a

A range of responses are appropriate depending on the ethical issue studied by the student.

Question 7b

A range of responses are appropriate depending on the ethical issue studied by the student.

Question 8

A range of responses are appropriate depending on the ethical issue studied by the student.

Question 9

A range of responses are appropriate depending on the ethical issue studied by the student. A different ethical issue from Question 9 must be selected. To gain high marks for this question, a student must critically analyse players from both sides of the ethical issue. However, the question does not require students to conclude that one viewpoint is more credible than the other.

Question 10

Variations on: “When global actors work together to achieve common ideals and goals.”

- One mark for an incomplete definition or a definition with an error.
- No marks for no answer or an incorrect definition.

Question 11

A range of responses are appropriate depending on which global crisis is chosen. As this question is only worth one mark, simply stating the example without further discussion is sufficient.

Question 12

A range of responses are appropriate depending on the crisis selected. High-scoring responses will engage in critical analysis and evaluation of the strengths and weaknesses of the proposed resolution.

Question 13

A range of responses are appropriate depending on the crisis selected. A different crisis must be chosen to that which was discussed in question 13. To gain full marks for this question, the causes of the chosen crisis should not be analysed or critiqued.

Section B

Answers are not provided for this section as a range of responses are acceptable. Ask your teacher to look over your work and suggest improvements.