

# Markscheme

November 2018

Global politics

Higher level and standard level

Paper 1

8 pages

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## Unit 1 Power, sovereignty and international relations

Bulleted lists in this markscheme indicate likely points that candidates may include in their answer: they are not exhaustive, and examiners should credit other valid points not listed.

### Operation of state power in global politics: legitimacy of state power

**1. Outline what Source A reveals about the trends in democracy and autocracy. [3]**

*Answers may include the following:*

- The graph shows two forms of state power: democracy and autocracy.
- The graph shows a (steady) increase in the amount of democratic states/democracy globally over time.
- The graph shows that from the late 1980s (or end of the Cold War) there were significantly fewer autocratic states globally compared to democratic states.
- The graph shows that from the 1960s to the late 1980s (or end of the Cold War) there were significantly more autocratic states globally compared to democratic states.
- The graph shows that autocracy/autocratic states increased or peaked during the 1970s and/or that democratic states began to increase in the 1990s.
- The gap between the number of autocracies and democracies appears to be increasing over time.

Award **[1]** for each relevant point up to a maximum of **[3]**.

Other relevant points not listed can also be rewarded.

2. **With explicit reference to Source B and one example you have studied, analyse the concept of a *flawed democracy*.**

**[4]**

*Answers may include, but are not limited to:*

- Source B illustrates factors that are measured in order to assess flawed status. Factors which undermine democracy include “weak governance, an underdeveloped political culture and low levels of political participation”. These may be used to determine classification as a flawed democracy.
- Specific reference may be made to all factors listed in the article – weaknesses in a country’s electoral process, civil liberties, the functioning of government, political participation and political culture.
- Source B emphasizes “the erosion of public trust in political institutions,” as having a key impact in America’s altered status from full democracy. Specific reference may be made to public institutions – including the legislature, free press and banks – to make a general point about flawed democracy.

*Valid examples from own knowledge may include, but are not limited to:*

- The point may be made that “flawed” is a subjective term and/or that the concept is about values as well as measurement of indicators. The argument may be made that all democracies will have flaws to some extent
- Related to this point, the EIU index may be contrasted with other models such The Freedom House measure of Political Freedom
- Examples may be given of countries undergoing democratization or a democratic transition *eg* Ecuador, and note that even flawed democratic status can indicate significant progress
- Students may use examples of flaws related to electoral processes; civil liberties; the functioning of government; political participation; and political culture from a variety of states classed as flawed democracies *eg* Chile, South Korea, Israel.

Other relevant points not listed can also be rewarded. Candidates are not expected to make four separate points in order to achieve full marks. For each valid point a maximum of **[2]** may be awarded, up to a total of **[4]**. If there is no reference to one example studied, award a maximum of **[2]**.

3. Compare and contrast the accounts of democratic decline provided in Source C and Source D.

[8]

*Potential points of comparison:*

- Sources C and D both discuss a global or international decline in freedom and democracy. Source C highlights the trend of decreasing democracy worldwide and specifies that a third of the world's population now lives in countries ranked as not free or the least free. Source D also highlights the global trend in decreasing democracy in both non-Western and Western regions.
- Sources C and D suggest that oppressive use of power is increasing overall.
- Source C and Source D both include Russia and Turkey as examples of many non-democratic states.
- Sources C and D indicate that terrorism influences democratic decline.

*Potential points of contrast:*

- Source C only discusses examples of democratic decline; Source D offers examples where improvement has been achieved and/or claims that Western democratic institutions are relatively strong.
- Source C links economic downturns to democratic decline throughout the world. In contrast Source D focuses on the growth of populism as a key factor in democratic decline.
- Source C argues undemocratic leaders claim legitimacy as "the crushing of dissent is necessary to keep peace and stability"; whereas Source D states that undemocratic leaders claim "legitimate political authority is based on popular sovereignty and majority rule".
- Source C focuses mainly on state actors (considering the civil society as a victim of laws) while source D also refers to the people, constituents (according to the variable age) who support or are against liberal institutions or populism, as part of the problem.

If the view of only one source is discussed, award a maximum of [4]. For a response which focuses significantly on one source with only minimal reference to the other source, award a maximum of [5]. Award [2] per effective point of comparison or contrast up to a maximum of [8]. For responses that discuss the sources separately, rather than in a running comparison and contrast, award a maximum [6]. For an [8] response expect detailed comparison and contrast but do not expect all of the points above, and allow other valid points.

4. **“States need to be democracies to be legitimate.” Examine this claim using all the sources *and* your own knowledge.**

[10]

Question 4 is assessed according to the markbands that follow, in conjunction with these marking notes.

*Source material may include, but is not limited to:*

- Source A shows that many autocratic (non-democratic) states exist alongside many more democracies. Answers may discuss democracy as an important concept and evidence its spread across the globe. As a counterpoint, answers may focus on the continued presence of less democratic states.
- Source B shows that democracies are in decline and that their legitimacy is linked to many separate issues including public sentiment. The status of flawed democracy shows that states can still exist despite being perceived as less legitimate internally.
- Answers may discuss how states function successfully and if authoritarianism limits their power. Source C shows that states can appear to be stable but also be repressive and non-democratic in practice.
- Source C shows that non-democratic rulers/states may use excessive force and undemocratic measures to effectively control populations and preserve the state. This behaviour is also tolerated by democratic states as the testimony to Congress suggests/critiques.
- Source C refers to flawed democracies and Source D discusses hybrid regimes. This suggests that states adapt democracy to suit their needs and that legitimacy is a complex issue.
- Source D shows a link between populism and a risk to democracy (and/or legitimacy). A counterpoint may suggest that populism is itself a form of “popular sovereignty” or state legitimacy.
- Source D shows that generation and age influence support for democracy or populism, meaning that legitimacy is experienced differently within a state.
- Answers may consider legitimacy to be subjective. Source C shows that the idea of freedom can be used to determine democratic status. Freedom is also a subjective and complex term. The sources suggest that democracy can be measured or thought about in different ways and state legitimacy may therefore be subjective or contested.

*Own knowledge could include, but is not limited to:*

- Discussion of the institution of sovereignty and the importance of external or legal recognition of statehood – by states and the United Nations.
- Different understandings of state legitimacy, especially those drawn from outside the West where statehood and state survival may be linked more closely to use of force or oppression and tolerated to differing degrees by citizens and other states.
- Related to this – types of regime and sources of power *ie* military dictatorships or religious authority (theocracy) may be discussed in relation to legitimacy; for example, Iran.
- The rule of law may be cited as part of a claim or counter claim towards states functioning legitimately. Examples such as Singapore can be used.
- The theory of Liberalism in terms of Western norms of state behaviour, state cooperation and legitimacy may be discussed in order to evaluate the claim.
- As a counterclaim, candidates may refer to the theory of Realism and the absence of consistent norms of state behaviour. The idea of state legitimacy can be contested using examples of states past and present that have committed acts of violence against their own citizens or peoples (Burma and Rohingya Muslims).
- The point can be made that states may increasingly use anti-democratic measures to enhance their power or stability in an age of global threat (terrorism).

- Related to this, the debate over freedom versus national security may be referenced, for example the USA and its support (recognition) of non-democratic regimes (Saudi Arabia).
- A counterclaim by candidates could discuss regime change and democratization, which has not always led to stability or legitimacy especially in the Middle East (eg Egypt, Algeria and Kenya).

Do not expect all of the above, and reward other relevant points not listed.

Students should synthesize and evaluate evidence from the sources and from their study of the prescribed content and key concepts of the course.

If only source material or only own knowledge is used, the response can only be awarded a maximum of **[6]**.

To achieve the maximum **[10]**, responses must refer to all four sources.

**Markbands for question 4**

The aim is to find the descriptor that conveys most accurately the level attained by the student, using the best-fit model. The mark awarded should be one that most fairly reflects the balance of achievement against the descriptor. It is not necessary for every single aspect of a level descriptor to be met for that mark to be awarded.

Marks	Level descriptor
0	<ul style="list-style-type: none"> <li>• The work does not reach a standard described by the descriptors below.</li> </ul>
1–2	<ul style="list-style-type: none"> <li>• There is little relevant knowledge and a very limited awareness of the demands of the question.</li> <li>• There is little or no attempt to synthesise own knowledge and source material.</li> <li>• Responses at this level are often largely descriptive and contain unsupported generalizations.</li> </ul>
3–4	<ul style="list-style-type: none"> <li>• There is limited awareness of the demands of the question or the question is only partially addressed.</li> <li>• There is some knowledge demonstrated, but this is not always relevant or accurate, and may not be used appropriately or effectively.</li> <li>• Responses at this level are often more descriptive than evaluative.</li> </ul>
5–6	<ul style="list-style-type: none"> <li>• Answers show some awareness of the demands of the question.</li> <li>• Knowledge is mostly accurate and relevant, and there is some limited synthesis of own knowledge and source material.</li> <li>• Counterclaims are implicitly identified but are not explored.</li> </ul>
7–8	<ul style="list-style-type: none"> <li>• Answers are focused and show good awareness of the demands of the question.</li> <li>• Relevant and accurate knowledge is demonstrated, there is some synthesis of own knowledge and source material, and appropriate examples are used.</li> <li>• The response contains claims and counter claims.</li> </ul>
9–10	<ul style="list-style-type: none"> <li>• Answers are clearly focused and show a high degree of awareness of the demands of the question.</li> <li>• Relevant and accurate knowledge is demonstrated, there is effective synthesis of own knowledge and source material, and appropriate examples are used.</li> <li>• The response contains clear evaluation, with well-balanced claims and counter claims.</li> </ul>