



Rewarding Learning

**General Certificate of Secondary Education
2019**

Government and Politics

**Unit 1
Democracy in Action**

[GGP11]

THURSDAY 6 JUNE, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark Schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

Assessment Objectives

Below are the assessment objectives for GCSE Government and Politics.

- AO1** Demonstrate knowledge and understanding of political concepts, institutions, processes, terms and issues.
- AO2** Apply knowledge and understanding of political information to contexts and actions.
- AO3** Analyse and evaluate a range of evidence, including differing viewpoints, relating to political issues, debates and actions to construct reasoned arguments and make substantiated judgements.

Quality of candidate's responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16 year old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners:

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

Instructions for examiners:

For questions which are assessed using three levels of response the following QWC descriptors are to be used:

Level 1

Writing communicates ideas using a limited range of political terminology and demonstrates basic skills of selection of material, but the response lacks clarity, structure and organisation of ideas. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2

Writing communicates ideas using political terms mostly accurately and demonstrates some skills of selection and organisation of material in a structured way. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3

Writing communicates ideas effectively, using a range of precisely selected political terms and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

For questions which are assessed using four levels of response the following QWC descriptors are to be used:

Level 1

Writing communicates ideas using a limited range of political terminology and demonstrates basic skills of selection of material, but the response lacks clarity, structure and organisation of ideas. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2

Writing communicates ideas using political terms mostly accurately and demonstrates some skills of selection and organisation of material in a structured way. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3

Writing communicates ideas using political terms accurately and demonstrates skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar mostly accurately.

Level 4

Writing communicates ideas effectively, using a range of precisely selected political terms and organises information clearly and coherently. A clear and substantiated judgement is made. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Section A

			AVAILABLE MARKS
1	Name the elected House of the UK parliament.		
	Commons. House of Commons	[1]	1
2	Give one form of coercion that the state may use to maintain order.		
	Answers may include: imprisonment; internment; banning demonstrations; military force; martial law; arresting political leaders; banning elections.		
	Any other valid point.	[1]	1
3	In the “separation of powers”, name one branch of government that is separated.		
	Answers may include: the government; the executive; the legislature; parliament; judiciary; judges.	[1]	1
	not monarchy		
4	What is the term for the parties that are not in government?		
	The opposition	[1]	1
5	In elections, what does the term PR stand for?		
	Proportional Representation.	[1]	1
6	What does the term MLA stand for?		
	Member of the Legislative Assembly.	[1]	1
7	What name is given to describe the geographical area an MP represents?		
	Constituency. Naming a specific constituency will be credited.	[1]	1
8	Give one type of action an individual citizen can take to achieve their political aims.		
	Answers may include: join a party; join a pressure group; take part in a demonstration; contact an MP or Councillor; vote.		
	Any other valid point.	[1]	1
9	From the following list choose one area the Northern Ireland Assembly does not have responsibility for:		
	Foreign Policy	[2]	2

			AVAILABLE MARKS
10	Give one argument for holding a referendum. Answers may include: deciding on major issues; giving the people a chance to make decisions; increasing democracy; increasing participation. Any other valid point.	[2]	2
11	Identify one role of the media in a democratic society. Answers may include: uncovering information; investigating scandals; giving alternative viewpoints; keeping people informed; checking government. Any other valid point.	[2]	2
12	Identify one purpose of Question Time in the UK Parliament. Answers may include: challenging the government; to gain information; put forward constituency issues; put forward alternative policies. Any other valid point.	[2]	2
13	One mark for each correct identification. Outsider group A group that aims to influence the government but has limited access to it. Insider group A group that the government often turns to for advice when making laws. Cause group A group with open membership that promotes or highlights a certain issue or concern. Sectional group A group that campaigns for the benefit of its own members.	[4]	4
14	One mark for each correct identification. The wealthy should pay higher taxes so that the welfare system can be maintained. Immigration should be restricted as it is a drain on society. Taxes should be kept as low as possible so people can choose how they spend their earnings. Major industries should be owned by the state.	<div style="display: flex; flex-direction: column; align-items: center; gap: 5px;"> <div style="border: 1px solid black; padding: 2px 10px;">L</div> <div style="border: 1px solid black; padding: 2px 10px;">R</div> <div style="border: 1px solid black; padding: 2px 10px;">R</div> <div style="border: 1px solid black; padding: 2px 10px;">L</div> </div> [4]	4
Section A			24

Section B

AVAILABLE
MARKS

Target AO2: Apply knowledge and understanding of political information to contexts and actions.

- 15** Using **Source A** and your own knowledge, describe the arguments in favour of using demonstrations and protests as a way of achieving political aims.

Award **[0]** for an answer not worthy of credit.

Level 1 ([1])

A basic answer with limited description of source content or a weak attempt to describe the disadvantages of demonstrations and protests as a way of achieving political aims.

Writing communicates ideas using a limited range of political terminology and demonstrates basic skills of selection of material, but the response lacks clarity, structure and organisation of ideas. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([2]–[3])

A satisfactory answer which attempts a more developed description of the disadvantages of demonstrations and protests as a way of achieving political aims. Attempts to develop the information drawn from the source or own knowledge.

Writing communicates ideas using political terms mostly accurately and demonstrates some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy. A response that makes no reference to the source can be awarded a maximum of Level 2.

Level 3 ([4]–[5])

A very good answer with a developed description of source content and own knowledge of the disadvantages of demonstrations and protests as a way of achieving political aims.

Writing communicates ideas effectively, using a range of precisely selected political terms and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:

From source:

- They can bring about a change of policy.
- They can show the extent of popular opinion on a matter.

From own knowledge:

- Makes government more accountable.
- Gives people a chance to be involved in decisions between elections.
- Increases involvement and interest in politics.
- Raises awareness of political issues.

Any other valid point.

[5]

5

16 Explain why protests and demonstrations are banned in some societies.

AVAILABLE
MARKS

Award [0] for an answer not worthy of credit.

Level 1 ([1]–[2])

A basic response with limited knowledge and understanding of why protests and demonstrations may be banned in some societies. Answers may list some demonstrations rather than explaining why they are banned.

Writing communicates ideas using a limited range of political terminology and demonstrates basic skills of selection of material, but the response lacks clarity, structure and organisation of ideas. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

A more developed answer with some explanation of why protests and demonstrations may be banned in some societies. Answers may include examples.

Writing communicates ideas using political terms mostly accurately and demonstrates some skills of selection and organisation of material. Candidates spell, punctuate and use of rules of grammar with some accuracy. An answer that contains no evidence/examples can be awarded a maximum of Level 2.

Level 3 ([5]–[6])

A very good explanation of why protests and demonstrations may be banned in some societies. Relevant support is provided in the form of examples.

Writing communicates ideas effectively, using a range of precisely selected political terms and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:

- Demonstrations may lead to violence and unrest.
- Rival demonstrations may take place.
- The government is unwilling to accept opposition or protests.
- Protest and demonstrations are seen as unpatriotic.
- The views of the 'silent majority' are not heard.

Any other valid point.

[6]

6

- 17 Using **Source B** and your own knowledge, explain the arguments in favour of making voting compulsory.

Award **[0]** for an answer not worthy of credit.

Level 1 ([1]–[2])

A basic response which tends to focus on the source and/or provides basic knowledge of the arguments in favour of making voting compulsory.

Writing communicates ideas using a limited range of political terminology and demonstrates basic skills of selection of material, but the response lacks clarity, structure and organisation of ideas. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

A more developed answer that explains the material in the source and begins to consider other reasons in favour of making voting compulsory.

Writing communicates ideas using political terms mostly accurately and demonstrates some skills of selection and organisation of material. Candidates spell, punctuate and use of rules of grammar with some accuracy. A response that makes no reference to the source can be awarded a maximum of Level 2.

Level 3 ([5]–[6])

A very good explanation of the arguments in favour of making voting compulsory, using both the source and own knowledge. Relevant support is provided in the form of examples.

Writing communicates ideas effectively, using a range of precisely selected political terms and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:

From the source:

- It can increase the number of young and unemployed people who vote.
- Lots of countries already do it successfully.

From own knowledge:

- It can increase the number of other groups who currently are less likely to vote.
- The increase in voter participation will increase political legitimacy.
- Parties will need to appeal to a wider section of society in order to get elected.
- Parties will not be able to ignore the needs of certain groups in creating their policies.
- All groups in society should be better represented.
- The degree of alienation from politics should be reduced as more groups feel their vote is important.

Any other valid point.

[6]

6

18 Using **Source C** and your own knowledge, explain the factors that may influence voter turnout.

AVAILABLE MARKS

Award **[0]** for an answer not worthy of credit.

Level 1 ([1]–[3])

A basic response which tends to focus on the source and/or provides basic knowledge of the factors that may affect voter turnout.

Writing communicates ideas using a limited range of political terminology and demonstrates basic skills of selection of material, but the response lacks clarity, structure and organisation of ideas. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

A more developed answer which explains the material provided in the source and begins to consider other factors that may affect voter turnout.

Writing communicates ideas using political terms mostly accurately and demonstrates some skills of selection and organisation of material. Candidates spell, punctuate and use of rules of grammar with some accuracy. A response that makes no reference to the source can be awarded a maximum of Level 2.

Level 3 ([7]–[8])

A very good explanation of the factors that may affect voter turnout, using both the source and own knowledge. Relevant support is provided in the form of examples.

Writing communicates ideas effectively, using a range of precisely selected political terms and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:

From source:

- Voters are less likely to feel their vote is wasted if a proportional system is used.
- Voters can experience apathy if the same parties are elected.

From own knowledge:

- Real choice between political parties.
- Weather conditions.
- Significance of political issues.
- Frequency of elections.

Any other valid point.

[8]

8

Section B

25

Section C

AVAILABLE
MARKS

Target AO3: Analyse and evaluate a range of evidence relating to political issues, debates and actions including differing viewpoints to construct reasoned arguments and make substantiated judgements.

19 “The media has too much influence over the outcomes of elections and referendums.” Make a case **in support** of this statement.

Award **[0]** for an answer not worthy of credit.

Level 1 ([1]–[3])

A basic answer with limited development of the reasons why the media has too much influence over the outcomes of elections and referendums. Examples, if presented are basic.

Writing communicates ideas using a limited range of political terminology and demonstrates basic skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[7])

A more developed answer which attempts to explain the reasons why the media has too much influence over the outcomes of elections and referendums and which supports the points made with valid examples.

Writing communicates ideas using political terms accurately and demonstrates some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy. An answer that contains no evidence/examples can be awarded a maximum of Level 2.

Level 3 ([8]–[10])

A very good answer which explains the reasons why the media has too much influence over the outcomes of elections and referendums and which uses developed examples to provide a well formed and sustained argument in support of the view.

Writing communicates ideas effectively, using a range of precisely selected political terms and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include:

- The media is able to set the agenda and to determine the issues.
- The media creates moral panics that then dominate elections.
- Newspaper bias can influence voters.
- The media focuses on trivial aspects such as politicians’ appearance and looks.
- Politicians increasingly manipulate the media by granting interviews to media outlets who are least critical of policy.
- Political parties are using social media to target specific groups of voters.

Any other valid point.

[10]

10

- 20 Evaluate the following statement: “The Conservative Party and Labour Party have very different policies.”

In your answer you should include **both** differences and similarities between the parties.

You may wish to refer to a range of policy areas such as:

- the economy
- education
- immigration

Award **[0]** for an answer not worthy of credit.

Level 1 ([1]–[4])

A limited attempt to evaluate the view that the Conservative Party and Labour Party have very different policies. Points made lack the support of appropriate evidence. There are significant gaps in knowledge.

Writing communicates ideas using a limited range of political terminology and demonstrates basic skills of selection of material, but the response lacks clarity, structure and organisation of ideas. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([5]–[8])

A more developed response which attempts to evaluate the view that the Conservative Party and Labour Party have very different policies. The answer which may be one sided or imbalanced makes use of some evidence to support the points made.

Writing communicates ideas using political terms mostly accurately and demonstrates some skills of selection and organisation of material in a structured way. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([9]–[12])

A good response which shows a clear understanding of the view that the Conservative Party and Labour Party have very different policies. There is an attempt to judge the validity of the statement by making use of evidence to evaluate other viewpoints.

Writing communicates ideas using political terms accurately and demonstrates skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar mostly accurately.

Level 4 ([13]–[16])

An excellent response which provides a clear and coherent evaluation of the viewpoint that the Conservative Party and Labour Party have very different policies. Use is made of a wide range of evidence that shows awareness of differing viewpoints and a clear and substantiated judgement is made on the validity of the statement.

Writing communicates ideas effectively, using a range of precisely selected political terms and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

An answer that contains no evidence/examples can be awarded a maximum of Level 2.

An answer that is one-sided can be awarded a maximum of Level 3.

Answers may include some of the following:

Differences:

- Economy – The Conservatives tend to prefer lower taxation whereas Labour argue in favour of increasing taxation. The Conservatives have focused on reducing the deficit by curbing public spending whereas Labour prioritise increasing investment in public services and ending privatisation in some sectors such as the railway transport.
- Education – The Conservatives support grammar schools and free schools whereas Labour support the comprehensive system. They also do not agree on the issue of tuition fees and EMA.
- Immigration – The Conservatives take a tougher stance on the issue and aim to reduce overall immigration levels. Labour do not favour strict immigration targets and provide more support for refugees in their surgeries.
- Environment – Conservatives support fracking whereas Labour do not.
- More sophisticated answers will note that the differences between the parties have widened since Jeremy Corbyn became Labour leader.

Any other valid point.

Similarities:

- Environment – both parties seek to meet climate change targets and prioritise clean air.
- Brexit – both parties have pledged to respect the rights of EU citizens living in Britain and have ruled out a second ‘in/out’ referendum.
- Economy – both parties seek to eliminate the deficit and improve infrastructure and investment.
- Defence – both parties commit to renewing Trident.

Any other valid point.

[16]

16

Section C

26

Total

75

**AVAILABLE
MARKS**