



**General Certificate of Secondary Education
2022**

Government and Politics

Unit 1
Democracy in Action

[GGP11]

MONDAY 13 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.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

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

Target AO1: Demonstrate knowledge and understanding of political concepts, institutions, processes, terms and issues.

		AVAILABLE MARKS
1	Name the electoral system used in Westminster elections. First Past the Post, FPTP, Simple Majority	[1] 1
2	Give one tactic used by pressure groups. <ul style="list-style-type: none"> • Petitions • Marches or rallies • Posters • Social media campaigns • Lobbying politicians • Giving out leaflets • Violent or direct-action campaigns Any other valid way	[1] 1
3	What is the term used to describe “government by the people”? Democracy	[1] 1
4	What is the term used for the transfer of powers from Westminster to the Northern Ireland Assembly? Devolution. Transferred Matters.	[1] 1
5	Give one issue on which British parties disagree. <ul style="list-style-type: none"> • Education • Immigration • Taxation levels • Welfare reforms Any other valid issue	[1] 1
6	At what age can young people in Northern Ireland vote? Eighteen	[1] 1

		AVAILABLE MARKS
<p>12 Give one disadvantage of referenda.</p> <ul style="list-style-type: none"> • They can be divisive • The electorate may not have all the information necessary to make their decision • Narrow victories can be hard for the losing side to accept • Governments don't have to listen to them and can simply re-run the referenda to get another result <p>Any other valid disadvantage</p>	[2]	2
<p>13 In the grid below match the correct term to the description provided.</p> <p>Choosing not to vote to make a political point – Abstaining Public street protests to challenge government policy – Direct Action Working with politicians to try to influence policy – Lobbying Gathering signatures to support a cause – Petition</p>	[4]	4
<p>14 Read the list below. Tick [✓] the correct box to show if the issues are the responsibility of local councils or the Assembly in Northern Ireland.</p> <p>Bin collection – local council Leisure centres – local council Policing – Northern Ireland Assembly Education – Northern Ireland Assembly Registration of births, deaths and marriages – local council</p>	[5]	5
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 how MPs can represent their constituents.

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 explain how MPs can represent their constituents.

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 to describe how MPs can represent their constituents. 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.

Level 3 ([4]–[5])

A very good answer with a developed description of source content and own knowledge of how MPs can represent their constituents.

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 fails to refer to the Source can be awarded a maximum of Level 2.

Answers may include some of the following:

From source:

MPs represent their constituents

MPs ask questions in parliament on behalf of their constituents

From own knowledge:

MPs suggest Private Members Bills

MPs hold surgeries or clinics in their local constituencies

MPs vote on bills in parliament

MPs sit on committees which gives them an opportunity to address constituency matters

Any other valid point.

[5]

5

16 Explain the ways in which MPs support their own party.

**AVAILABLE
MARKS**

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

Level 1 ([1]–[2])

A basic response with limited knowledge and understanding of the ways in which MPs support their own party. Answers may list some rather than explaining.

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 the ways in which MPs support their own party. 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 rules of grammar with some accuracy.

Level 3 ([5]–[6])

A very good explanation of the ways in which MPs support their own party. Relevant support is provided in the form of examples. To achieve Level 3, answers must include at least one example.

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 may include some of the following:

- MPs must vote in line with party policy
- MPs must support the party leadership during PMQ's
- MPs must attend important votes
- MPs are expected to follow their party policy in committee meetings
- MPs are expected to be loyal to their party leadership in public
- MPs are expected to try to promote a positive image of the party in their public role

Any other valid point

[6]

6

17 Using **Source B** and your own knowledge, explain why laws are important in a democracy.

AVAILABLE
MARKS

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 why laws are important in a democracy.

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 why laws are important in a democracy.

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

Level 3 ([5]–[6])

A very good explanation of why laws are important in a democracy, 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.

An answer that fails to refer to the Source can be awarded a maximum of Level 2. An answer that contains no evidence/examples can be awarded a maximum of Level 2.

Answers may include some of the following:

From the source:

- To protect people
- To help keep the peace
- To resolve conflict

From own knowledge:

- To stop people being abused by others or by the government
- To protect people from unethical companies with regard to food safety and other issues
- To protect the environment
- To make sure all citizens are treated fairly

Any other valid point

[6]

6

18 Using **Source C** and your own knowledge, explain some of the features of a dictatorship.

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 some of the features of a dictatorship.

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 in the source and begins to consider some of the features of a dictatorship.

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.

Level 3 ([7]–[8])

A very good explanation of some of the features of a dictatorship, 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.

An answer that fails to refer to the Source can be awarded a maximum of Level 2. An answer that contains no evidence/examples can be awarded a maximum of Level 2.

Answers may include some of the following:

From source:

- Rule by one person or party
- Dynastic rule

From own knowledge:

- Lack of free and fair elections
- Absence of rights
- Coercion and overuse of force
- Arbitrary judgements
- Press control by state
- Lack of an independent judiciary

Any other valid point

[8]

8

Section B

25

**AVAILABLE
MARKS**

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 “There are very few ways MPs can scrutinise the government.” Make a case **against** this statement.

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

Level 1 ([1]–[3])

A basic response with limited development against the view that there are very few ways MPs can scrutinise the government. 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 response which attempts to support the points made with valid examples. The view that there are very few ways MPs can scrutinise the government is challenged.

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.

Level 3 ([8]–[10])

A very good response which makes use of developed examples to provide a well formed and sustained argument against the view that there are very few ways MPs can scrutinise the government.

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 can be awarded a maximum of Level 2

Answers may include:

- MPs can question minister during Question Time
- MPs can vote on government bills and defeat them
- MPs can take part in committees
- MPs can raise issues in Parliament during debates
- The opposition is actively engaged in holding the government to account in a variety of ways

Any other valid point

[10]

10

- 20 Evaluate the following statement: “The political parties in Northern Ireland 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
- the environment

Answers which fail to address both sides of the argument will be unable to access the mark range beyond Level 2.

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

Level 1 ([1]–[4])

A limited attempt to evaluate the view that the political parties in Northern Ireland 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 political parties in Northern Ireland 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 political parties in Northern Ireland 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 political parties in Northern Ireland 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 refers to only two parties can be awarded a maximum of Level 3.

An answer must refer to three policy areas to achieve a Level 4.

An answer that contains no evidence/examples can be awarded a maximum of Level 3.

A one-sided response can be awarded a maximum of Level 3.

An answer that results from a misinterpretation of the question can be awarded a maximum of Level 2.

Answers may include some of the following:

Arguments in support of the statement:

- The main parties have significantly different policies on the constitutional future of Northern Ireland
- The main parties have different policies on education particularly with regard to the transfer test and grammar school provision
- The main parties have some differences on the economy with some in favour of tax cuts for businesses and others less so
- The main parties have different policies on how best to deal with the legacy of the past
- The main parties have different policies on social and moral issues such as same sex marriage and abortion

Any other valid point.

Arguments against the statement:

- The main parties agree on the need to maintain peace in Northern Ireland
- The main parties agree that the local environment needs to be protected, although there may be differences on how far they are prepared to go to do so
- The main parties agree on some aspects of educational policy such as the provision for shared education
- The main parties agree to support the policing board in Northern Ireland
- The main parties agree on the need to deal with the legacy of the past

Any other valid point.

[16]

16

Section C

26

Total

75

**AVAILABLE
MARKS**