



Rewarding Learning

**General Certificate of Secondary Education
2019**

Government and Politics

Unit 2
International Politics in Action

[GGP21]

TUESDAY 11 JUNE, MORNING

**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

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

1 State **one** issue that has involved or could require international co-operation.

Answers may include **one** of the following:

- War and conflict
- Technological developments
- Famine
- Disease
- Trade and business
- Environmental issues
- International terrorism

Credit should be given for any sensible example not listed above. [1] 1

2 Name **one** member of NATO.

Answers may include any current member of NATO. [1] 1

3 Give **one** area that the Northern Ireland Equality Commission is responsible for.

Answers may be taken from the following list:

- Sex discrimination and equal pay
- Race relations
- Age discrimination
- Disability discrimination
- Discrimination on the basis of sexual orientation
- Religious discrimination

Credit should be given for any sensible area not listed above. [1] 1

4 Name **one** law that protects human rights.

Answers may include **one** of the following:

- European Convention on Human Rights
- Human Rights Act
- Equal Marriage Act
- Sex Discrimination Act
- Equal Pay Act
- Convention on the Rights of the Child
- UN Charter on Human Rights

Credit should be given for any sensible law not listed above. [1] 1

		AVAILABLE MARKS
5	<p>What is the term used for paramilitary groups in Northern Ireland giving up their weapons?</p> <p>Disarming or decommissioning. [1]</p>	1
6	<p>What does the term NATO stand for?</p> <p>The North Atlantic Treaty Organisation. [1]</p>	1
7	<p>Give one area of dispute between the political parties in Northern Ireland.</p> <p>Answers may include one of the following:</p> <ul style="list-style-type: none"> • Flags and parading • Irish Language Act • Dealing with the past • Membership of the European Union • Legacy Inquests <p>Credit should be given for any sensible area of dispute identified that is not listed above. [1]</p>	1
8	<p>State two problems caused by migration.</p> <p>Answers may include two of the following:</p> <ul style="list-style-type: none"> • Language problems • Pressure on housing and services • Racial tensions • Jobs lost to incoming workers who may be cheaper to employ • Cultural differences leading to tensions between migrants and native population • Limited skills or lack of education <p>Credit should be given for any sensible problem not listed above. [2]</p>	2
9	<p>Name two permanent members of the United Nations Security Council.</p> <p>Answers must be two of the following:</p> <ul style="list-style-type: none"> • China • Russia • United Kingdom • United States • France [2] 	2

10 State **two** factors that can cause conflict between countries.

Answers may include **two** of the following:

- Cultural, moral or religious differences
- Economic and trade factors
- Desire for independence
- Desire for security
- Leaders desire for popularity
- Disputes over territory

Credit should be given for any sensible factor not listed above.

[2]

2

11 Give **two** push factors that may cause a migrant to leave their own country.

Answers may include **two** of the following:

- Persecution
- War and conflict
- Poverty
- Famine
- Disease
- Lack of services
- Lack of human rights

Credit should be given for any sensible factor not listed above.

[2]

2

12 What is meant by the term 'free movement of labour'?

Workers can go to work in another country without needing a work visa.

Credit should be given for any sensible explanation of the term.

[2]

2

13 Name **two** provisions of the Good Friday Agreement.

Answers may include **two** of the following:

- Power sharing
- Decommissioning
- Early release of prisoners
- Reform of Policing
- Consociationalism

Credit should be given for any sensible advantage not listed above.

[2]

2

AVAILABLE
MARKS

14 Match the correct term in the list below to the description in the grid provided.

The part of the UN that helps refugees – **UNHCR**

A person who is forced to move to another part of their **own** country because of war, natural disaster or persecution – **Internally displaced person**.

A criminal involved in the illegal transportation of migrants – **People trafficker**.

A person who has left their own country and is looking for protection in another country – **Asylum seeker**.

Someone who goes to live in another country to have a better life – **Economic migrant**. [5]

Section A

AVAILABLE MARKS
5
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 the Good Friday Agreement required nationalists and unionists to share power.

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 the Good Friday Agreement required nationalists and unionists to share power.

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 how the Good Friday Agreement required nationalists and unionists to share power. 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. If there is no reference to the source a maximum of Level 2 can be awarded. An answer that includes no examples 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 how the Good Friday Agreement required nationalists and unionists to share power.

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. If there is no reference to the source a maximum of Level 2 can be awarded. An answer that includes no examples can be awarded a maximum of Level 2.

Answers may include some of the following:

From source:

- The government is required to be a power-sharing coalition with both nationalist and unionist representatives
- If parties fail to co-operate the Stormont government will collapse
- unionists and nationalists have to make decisions jointly

From own knowledge:

- In order to pass legislation a majority is needed and this requires cooperation
- Politicians from all parties cooperate in the committee system

- Cross community voting means that both nationalists and unionists must support key decisions
- Ministerial posts are shared using the D'Hondt formula, which means both nationalists and unionists are in government together
- The First Minister and deputy First Minister represent both nationalists and unionists.

Any other valid point.

[5]

AVAILABLE
MARKS

5

16 Explain how policing was reformed in Northern Ireland as part of the peace process.

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

Level 1 ([1]–[2])

A basic response with limited specific detail of how policing was reformed in Northern Ireland as part of the peace process. Answers may list rather than explain.

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 how policing was reformed in Northern Ireland as part of the peace process.

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.

Level 3 ([5]–[6])

A very good explanation of how policing was reformed in Northern Ireland as part of the peace process.

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 includes no examples can be awarded a maximum of Level 2.

Answers may include some of the following:

- The name of the police force was changed from Royal Ulster Constabulary to the Police Service of Northern Ireland
- There was a recruitment drive to try to get more Catholics into the new police force
- The PSNI got a new badge and uniform to make the difference between it and the old RUC clear
- A new police board was set up to include members from all political parties
- A range of measures designed to increase confidence in the police from all parts of the community were brought in
- The Patten report recommended 175 changes to the RUC in September 1999
- The main aim was to depoliticise the police force and stop it being linked to the conflict surrounding the political nature of the state or to just one side of the community.

Any other valid point.

[6]

6

- 17 Use **Source B** and your own knowledge to describe the types of sanctions used by the UN Security Council to maintain peace.

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 UN Security Council sanctions to maintain peace.

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])

An answer which develops the material provided in the source and begins to consider a wider range of UN Security Council sanctions.

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.

Level 3 ([5]–[6])

A very good description of a range of UN Security Council sanctions.

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 makes no reference to the source can be awarded a maximum of Level 2. An answer that includes no examples can be awarded a maximum of Level 2.

Answers may include some of the following:

From the source:

- Agreement amongst UN Security Council to increase sanctions
- Resolution to limit exports and imports
- Sanctions are the strictest imposed this century
- Strict sanctions are used when countries ignore the UN Security Council

From own knowledge:

- Other types of sanctions such as arms embargoes, travel bans, and financial restrictions can be used
- Sanctions may be supported by other peace-keeping measures such as mediation
- Sanctions can be used to help regimes and governments make the transition to peace, for example in Libya
- A sanctions committee is set up to monitor the imposition and lifting of sanctions and to determine their effect on those involved

Any other valid point.

[6]

6

18 Explain how UN Security Council peacekeepers maintain peace.

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

Level 1 ([1]–[3])

A basic response which provides limited knowledge of how UN Security Council peacekeepers maintain peace.

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])

An answer which provides a more detailed response and begins to consider in more detail how UN Security Council peacekeepers maintain peace.

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.

Level 3 ([7]–[8])

A very good explanation of how UN Security Council peacekeepers maintain peace.

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 includes no examples can be awarded a maximum of Level 2.

Answers may include some of the following:

From own knowledge:

- Most peacekeeping missions across the globe are led by the UN
- UN missions are seen as the most valid and therefore are more likely to succeed
- Since 1945 there have been 55 completed peacekeeping missions
- There are occasions when the UN will resort to the use of force
- Provide mediation, e.g. in Burundi and in Libya
- Provide facilities for negotiation
- Observe elections in order to ensure they are carried out fairly
- Provide humanitarian aid
- Monitor and run refugee camps
- Military intervention has been used in Libya, Somalia, Rwanda, Yugoslavia and Afghanistan.

Any other valid point.

[8]

Section B

**AVAILABLE
MARKS**

8

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 'Migrants bring benefits to society'. Make a case **in support** of this statement.

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

Level 1 ([1]–[3])

A basic response with a limited account of the view that migrants bring benefits to society. 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 describes the points made in more detail. Answers at this level will discuss the view that migrants bring benefits to society and will be more sustained.

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 description in support of the view that migrants bring benefits to society.

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 includes no evidence can be awarded a maximum of Level 2.

Answers may include:

- Migrants help to ensure there is a regular supply of labour and are often willing to work in low-paid jobs
- As most migrants are young and employable, they are a source of tax revenue
- Migrants can bring skills that help fill skill shortages in industry or services such as nursing or engineering
- Many migrants are self-employed, helping create more entrepreneurial and dynamic economies
- Migrants bring cultural diversity to communities and enrich cultures with different languages, types of cuisine and dress
- In some countries where there is a low birth rate and an ageing population, migrants fill vacancies and provide a fresh supply of labour

Any other valid point.

[10]

10

- 20 Evaluate the following statement: 'NATO has been a failure in dealing with international conflict.'

In your answer you should include:

- Military and non-military measures;
- An example of a NATO action which failed; and
- An example of a successful NATO action.

Answers which fail to address both sides of the argument will be unable to access the mark range beyond Level 3.

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

Level 1 ([1]–[4])

A limited attempt to evaluate the view that NATO has been a failure in dealing with international conflict. 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 NATO has been a failure in dealing with international conflict. The answer, which may be one sided or imbalanced, makes use of some evidence and examples 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 effectiveness of NATO in dealing with international conflict. Support is provided with reference to relevant examples. Candidates' treatment of both successes and failures may be imbalanced at times.

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 effectiveness of NATO in dealing with international conflict. Use is made of a wide range of relevant examples which clearly demonstrate both success and failure.

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

Answers may include some of the following:

- NATO’s purpose is to protect the freedom and security of its members through collective defence and the promotion of democratic values
- NATO aims to help resolve disputes peacefully but if diplomatic efforts fail, it can use military power to try to bring stability to a region

Candidates may consider examples of NATO actions in countries other than those provided in this mark scheme.

Arguments in support of the statement:

- From 2002 to 2014, NATO led a security mission in Afghanistan. Known as the International Security Assistance Force, the mission’s aims included training the Afghan National Security Forces and helping fight a war against the Taliban insurgency. It also aimed to assist Afghanistan rebuild its governmental institutions
- At the end of 2014 NATO formally ended its combat operations in Afghanistan, leaving the Afghan army and police in charge of security. From January 2015, a follow-on NATO mission called Resolute Support was launched to provide further training, advice and assistance for the Afghan security forces and institutions. This involved 12 000 NATO troops
- In 2016 NATO reaffirmed its commitment to sustain the Afghan national defence and security forces until 2020
- Despite these intensive NATO missions, the war drags on and Afghanistan remains unstable, with continued fighting, a ferocious insurgency and a rise in both military and civilian casualties
- NATO intervention has failed to prevent the deaths of over 31 000 civilians
- The Taliban, ISIS and other adversaries are in a stalemate with NATO and US forces in Afghanistan

Any other valid point.

Arguments against the statement:

Between March and June 1999 NATO bombed the Federal Republic of Yugoslavia to force it to withdraw its military from Kosovo

- From June 1999 NATO has led a peacekeeping operation in Kosovo known as the Kosovo Force or KFOR
- KFOR is supported by the UN, the EU and other international groups. Its aim is to build peace and stability in the area
- KFOR’s original objectives were to ensure public safety and order, demilitarise the Kosovo Liberation Army and support the international humanitarian effort. This included helping refugees to return safely to Kosovo
- Today KFOR continues to help maintain a safe and secure environment and freedom of movement for all people and communities, including ethnic minorities, in Kosovo. It has been able to gradually transfer power and responsibility to the Kosovo Police and other authorities
- It also works to deter any renewed threats of hostility against Kosovo by Serb forces
- In recent years the security situation in Kosovo has stabilised further

Any other valid point.

[16]

Section C

Total

**AVAILABLE
MARKS**

16

26

75