



**General Certificate of Secondary Education
2022**

Government and Politics

Unit 2

International Politics in Action

[GGP21]

MONDAY 30 MAY, 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.

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

AVAILABLE
MARKS

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

1 Give **one** aim of the European Union.

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

- To secure peace in Europe following World War Two
- To assert Europe's role in the world
- To promote European economic and social progress
- To ensure freedom, security and justice
- To establish European citizenship by protecting fundamental human rights and freedoms

Any other valid point.

[1]

1

2 Name **one** agreement that has sought to secure peace in Northern Ireland.

- Good Friday Agreement
- St Andrews Agreement
- Hillsborough Agreement
- Stormont House Agreement
- Candidates can also be rewarded for reference to accurate historical agreements such as Sunningdale

Any other valid point.

[1]

1

3 Give **one** example of a **pull** factor in migration.

- Better economic opportunities
- Better educational opportunities
- Better health service
- Better life
- More jobs

Any other valid point.

[1]

1

4 Give **one** aim of the United Nations.

- Develop better relations between nations
- Maintain worldwide peace and security
- Foster cooperation between nations on economic, social, cultural or international humanitarian problems
- Providing a place where countries can come together to meet the UN's purposes and goals

Any other valid point.

[1]

1

5 Give **one** example of a conflict where NATO has been considered successful.

Answers may be taken from the following list:

- The Cold War
- Bosnia
- Kosovo
- Iraq

Any other valid point.

[1]

1

6 State **one** ongoing challenge to peace in Northern Ireland.

- Irish Language Act
- Dealing with the past issues
- Contested parades
- Differences in interpretation of causes of the conflict

Any other valid point.

[1]

1

7 Give **one** example of a conflict where NATO has been considered a failure.

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

- Afghanistan
- Libya

Any other valid point.

[1]

1

8 Give **one** reason for the formation of NATO in 1949.

- To stop the spread of communism
- To provide collective security against the Soviet Union
- To encourage European political integration
- To counter the revival of nationalist militarism in Europe

Any other valid point.

[2]

2

9 What is meant by the term 'decommissioning'?

The term decommissioning means to take or put weapons out of use.

Any other valid point.

[2]

2

AVAILABLE
MARKS

		AVAILABLE MARKS
10	<p>What is meant by the term ‘asylum seeker’?</p> <p>An asylum seeker is someone who flees their own country and applies to another country for the right to remain there. Asylum seekers may be refugees or displaced persons, but not economic migrants.</p> <p>Any other valid explanation. [2]</p>	2
11	<p>What is the role of the North Atlantic Council?</p> <p>This is the key decision-making body of NATO and is made up of Permanent Representatives from its member countries. It decides on all political and military matters relating to NATO.</p> <p>Any other valid explanation. [2]</p>	2
12	<p>What is meant by the term ‘collective defence’?</p> <p>Collective defence means that an attack against one ally will be taken as an attack against all allies.</p> <p>Any other valid explanation. [2]</p>	2
13	<p>Give two benefits of immigration.</p> <ul style="list-style-type: none"> • Increased tax revenue • Filling a skills gap • Increased demand for goods <p>Any other valid point. [2]</p>	2
14	<p>In the grid below match the correct term to its definition.</p> <p>An organisation that is not run by the government. NGO Introduced tougher penalties for illegal immigrants. Immigration Act 2016 An organisation that tries to protect people from discrimination in Northern Ireland. Equality Commission Protects the rights of citizens of the European Union. ECHR Protects the rights of people who are seeking asylum. United Nations Refugee Agency [5]</p>	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 the Equality Commission for Northern Ireland can protect the rights of citizens.

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 Equality Commission for Northern Ireland can protect the rights of citizens.

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 Equality Commission for Northern Ireland can protect the rights of citizens. 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 the Equality Commission for Northern Ireland can protect the rights of citizens.

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 make use of the source can be awarded a maximum of Level 2.

Answers may include some of the following:

From source:

- The Equality Commission can make an award

From own knowledge:

- The Equality Commission encourages public authorities to promote equality of opportunity and address inequalities in their organisations and in the way they carry out their duties
- The Equality Commission has an advisory role, with the aim of making sure that new laws and policies are equality compliant
- The Equality Commission can give guidance to employers and service providers about their obligations under the law

Any other valid point.

[5]

5

16 Explain how the United Nations High Commission for Refugees (UNHCR) attempts to help refugees.

AVAILABLE
MARKS

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

Level 1 ([1]–[2])

A basic response with limited knowledge and understanding of how the UNHCR attempts to help refugees. 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 how the UNHCR attempts to help refugees.

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 ([5]–[6])

A very good explanation of how the UNHCR attempts to help refugees.

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.

Answers may include some of the following:

- Give advice and act on behalf of refugees
- Provide education at camps
- Help with refugee camps
- Help end statelessness
- Safeguard individuals, particularly from human trafficking and sexual exploitation
- Launch media campaigns to highlight the plight of refugees
- Provide basic health care

Any other valid point.

[6]

6

- 17 Using **Source B** and your own knowledge, describe some of the factors that cause conflict between countries.

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 factors that cause conflict between countries.

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 factors that cause conflict between countries.

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 ([5]–[6])

A very good explanation of a range of factors which cause conflict between countries.

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 contains no evidence/examples can be awarded a maximum of Level 2

Answers may include some of the following:

From the source:

- Trade conditions
- Import and export duties
- Economics

From own knowledge:

- Climate change
- Religion
- Technology
- Agriculture and energy
- Regional inequalities
- International terrorism
- Disputed ownership rights of natural resources

Any other valid point.

[6]

6

18 Explain why flags and parades are such divisive issues in Northern Ireland.

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

Level 1 ([1]–[3])

A basic response which provides basic knowledge of why flags and parades are such divisive issues in Northern Ireland.

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 begins to consider in more detail why flags and parades are such divisive issues in Northern Ireland.

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 why flags and parades are such divisive issues in Northern Ireland.

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.

Answers may include some of the following:

- The main political parties cannot agree on these issues
- Political parties and local communities are very attached to identity symbols
- Any restrictions to these expressions of cultural tradition are seen as an attack
- Many Unionists have very little faith in the body set up to regulate parades
- Some flags are deemed to be inflammatory
- Parades may follow a controversial route
- Policing of parades can be costly
- Parades can be seen to cause trouble

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 “The European Union has many benefits for its members.” 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 limited development of the view that the European Union has many benefits for its members. 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. Support for the view that the European Union has many benefits for its members is 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 examples to provide a well formed and sustained argument in support of the view that the European Union has many benefits for its members.

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

Answers may include:

- Free movement of labour between member states
- Prolonged peace and security in Europe
- Single market membership makes it easier to sell goods, provide services and live or work in any EU country
- High food and environmental standards for member states
- Additional consumer protections
- Human rights protections – EU insists on equal treatment for all
- Increases global voice as EU countries acting together have more weight than 27 small countries acting alone
- Workers’ rights protected under the EU Charter of Fundamental Rights
- Provision of training and support programmes such as ERASMUS

Any other valid point.

[10]

10

20 Evaluate the following statement: “Poverty is the main reason for migration.”

In your answer you should include:

- The importance of poverty as a reason for migration; and
- Other reasons for migration, for example, war.

Answers that 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 poverty is the main cause of migration. Points made lack the support of appropriate evidence and examples. 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 poverty is the main cause of migration. 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 view that poverty is the main cause of migration. There is an attempt to judge the validity of the statement by making use of evidence and examples 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 poverty is the main cause of migration. 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 is unbalanced can be awarded a maximum of Level 3.
 An answer that contains no evidence/examples can be awarded a maximum of Level 3.
 An answer that refers to only 2 causes/reasons can be awarded a maximum of Level 3.

Answers may include some of the following:

Arguments in support of the statement:

- Many people move country in order to make a better life
- Poverty is often a root cause of migration from the developing to the developed world
- The UN and other humanitarian charities identify poverty as a root cause of migration
- Poverty can take many forms and can include the difficulty to find work or shelter

Any other valid point.

Arguments against the statement:

- War is a root cause of migration as evidenced by the widespread dislocation caused by war worldwide
- Persecution causes migration as evidenced by ethnic or other groups fleeing hostile regimes
- A general lack of human rights can result in migration
- The desire for better educational opportunities may lead to migration
- The desire for better health provision may lead to migration
- Natural disasters may lead to migration

Any other valid point.

[16]

16

Section C

26

Total

75

**AVAILABLE
MARKS**