



Rewarding Learning

**General Certificate of Secondary Education
2025**

Government and Politics

Unit 2

International Politics in Action

[GGP21]

THURSDAY 12 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

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

1 What term is given to someone who is forced to leave their home and move to another part of the **same** country?

Internally displaced person [1] 1

2 Name **one** law that protects migrants.

- The European Convention on Human Rights
- The Human Rights Act 1998

Any other valid law [1] 1

3 What was the name of the police force in Northern Ireland **before** the Belfast/ Good Friday Agreement?

Royal Ulster Constabulary (RUC) [1] 1

4 Give **one** example of a conflict where the United Nations' involvement has been considered a success.

- Sudan
- Sri Lanka
- Sierra Leone
- Cambodia

Any other valid example [1] 1

5 Give **one** example of a conflict where the United Nations' involvement has been considered a failure.

- Bosnia
- Rwanda
- Libya
- Somalia

Any other valid example [1] 1

AVAILABLE
MARKS

		AVAILABLE MARKS
6	Give one example of an environmental issue that requires international cooperation.	
	<ul style="list-style-type: none"> • Flooding • Wildfires • Rising sea level • Pollution • Oil spills 	
	Any other valid example	[1] 1
7	Name one member of the North Atlantic Treaty Organisation (NATO).	
	<ul style="list-style-type: none"> • USA • UK • France • Germany 	
	Any other valid member	[1] 1
8	Name two charities or Non-Governmental Organisations (NGOs) who support migrants.	
	<ul style="list-style-type: none"> • Amnesty International • Unicef • Human Rights Watch • The Red Cross • Advice NI 	
	Any other valid charity or NGO	[2] 2
9	Give two non-military measures that NATO can use to manage conflict.	
	<ul style="list-style-type: none"> • Sanctions • Peacekeeping missions • Inspections • Cooperation 	
	Any other valid measure	[2] 2
10	Why was NATO formed in 1949?	
	<ul style="list-style-type: none"> • To prevent Soviet expansion after WW2 • To develop better relations between western countries 	
	Any other valid reason	[2] 2
11	What is meant by the term ' decommissioning '?	
	The destruction of weapons so that they are put beyond use	[2] 2

12 What is meant by the term 'globalisation'?

The growing interdependence of the world's trade, economies and cultures [2]

13 Give **two** divisive issues in Northern Ireland.

- Flags
- Parades
- Definition of a victim
- Constitutional position/border

Any other valid issue [2]

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

The political decision-making body of NATO.	North Atlantic Council
A permanent member can vote to reject a decision of the United Nations.	Veto Power
The body that gives defence advice to NATO.	Military Committee
A NATO principle that binds its members to defend each other if one is attacked.	Collective Defence
The body of the United Nations tasked with maintaining international peace.	Security Council

[5]

Section A

**AVAILABLE
MARKS**

2

2

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 Belfast/Good Friday Agreement required unionists and nationalists 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 describe how the Belfast/Good Friday Agreement required unionists and nationalists 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 to describe how the Belfast/Good Friday Agreement required unionists and nationalists to share power. Attempts to develop the information drawn from the source or own knowledge.

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 ([4]–[5])

A very good answer with a developed description of source content and own knowledge of how the Belfast/Good Friday Agreement required unionists and nationalists 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.

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:

- Work together in a powersharing coalition to make decisions jointly
- They pass laws to benefit all sections of society

From own knowledge:

- First Minister and deputy First Minister share power
- Working together in committees
- Rotating the role of the speaker between unionists and nationalists

Any other valid point

[5]

5

- 16** Explain some of the terms of the peace agreements in Northern Ireland that came after the Belfast/Good Friday Agreement.

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

Level 1 ([1]–[2])

A basic response with limited knowledge and understanding of the terms of the peace agreements in Northern Ireland that came after the Belfast/Good Friday Agreement. Answers may list rather than explain the terms of the peace agreements.

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 terms of the peace agreements in Northern Ireland that came after the Belfast/Good Friday Agreement.

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 ([5]–[6])

A very good explanation of some of the terms of the peace agreements in Northern Ireland that came after the Belfast/Good Friday Agreement. 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.

Answers may include some of the following:

- St. Andrews Agreement saw a new ministerial code introduced and ministers had to agree to support the rule of law
- St. Andrews Agreement introduced plans for an Irish Language Act
- The Hillsborough Agreement brought about the devolution of policing and justice
- The Stormont House Agreement reduced the number of MLAs from 108 to 90 and allowed for the option of the formation of an official opposition
- Subsequent agreements not mentioned in the specification are creditworthy, such as ‘New Decade New Approach’

Any other valid point

[6]

6

17 Using **Source B** and your own knowledge, describe some of the ways that the United Nations helps refugees.

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 some of the ways that the United Nations helps refugees.

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 some of the ways that the United Nations helps refugees.

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 ([5]–[6])

A very good explanation of some of the ways the United Nations helps refugees, 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 rewarded a maximum of Level 2.

Answers may include some of the following:

From the source:

- UNHCR and UN Refugee Agency placed humanitarian teams inside Ukraine and neighbouring countries
- They provided aid and shelter repair kits

From own knowledge:

- The United Nations can offer advice and act on behalf of refugees
- They can help inside refugee camps
- They can safeguard individuals from human trafficking and sexual exploitation

Any other valid point

[6]

6

18 Explain some of the benefits of migration to a society.

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

Level 1 ([1]–[3])

A basic response which provides limited knowledge of the benefits of migration to a society. A limited but valid example may be provided.

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 developed explanation of the benefits of migration to a society. Answers at this level may consist of one well-explained action supported by examples or a range of partially explained actions.

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 ([7]–[8])

A very good explanation of the benefits of migration to a society. Relevant support is provided in the form of well-developed 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:

- Migrants can fill the skills gap in jobs such as the NHS
- Migrants are a source of tax revenue for the government
- Migrants may work in jobs that local people do not want to do
- Migrants promote cultural diversity
- They can encourage people to be more open-minded and tolerant of different ways of life

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 "Citizens' rights are well protected in Northern Ireland." 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 citizens' rights are well protected in Northern Ireland. 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, structure and organisation of ideas. 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 citizens' rights are well protected in Northern Ireland 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 developed examples to provide a well formed and sustained argument in support of the view that citizens' rights are well protected 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.

Answers may include:

- The Northern Ireland Human Rights Commission provides legal advice on Assembly bills to make sure they do not come into conflict with human rights
- They conduct investigations on human rights issues in Northern Ireland
- They promote understanding and awareness of human rights in Northern Ireland
- The Equality Commission provides information and education on equality issues and can give people advice
- They make sure statutory bodies take equality matters seriously
- They can advise on the need for new laws on equality

Any other valid point

[10]

10

- 20 Evaluate the following statement. “Belonging to the European Union has more advantages than disadvantages for its members.”

In your answer you should include:

- arguments in **support** of the statement; and
- arguments **against** the statement.

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 belonging to the European Union has more advantages than disadvantages for its members. 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 belonging to the European Union has more advantages than disadvantages for its members; answers are, however, likely to be imbalanced.

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 belonging to the European Union has more advantages than disadvantages for its members. 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 view that belonging to the European Union has more advantages than disadvantages for its members. Use is made of relevant examples which clearly demonstrate both success and failure and a clear and substantiated judgment is made.

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

Answers may include some of the following:

Arguments in support of the statement:

- The EU provides economic benefits such as ease of trade via the single market
- Freedom of movement makes trade and travel more straightforward
- Some EU laws protect workers, such as guaranteed holiday leave
- A united response on defence and terrorism makes it easier to detain and arrest criminals via the European Arrest Warrant

Arguments against the statement:

- Richer EU states pay a lot of money into the EU budget which could be spent on priorities in their own countries, such as schools and hospitals
- EU membership can weaken national independence and sovereignty of national parliaments
- EU member states cannot negotiate individual trade agreements with other countries
- Some laws passed by the European Courts are in conflict with national views and priorities of member states

Any other valid point

[16]

Section C

Total

AVAILABLE MARKS	
	16
Section C	26
Total	75