



**General Certificate of Secondary Education
2022 Reserve Series**

Government and Politics

Unit 2

International Politics in Action

[GGP21]

WEDNESDAY 29 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.

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.

Section A

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

			AVAILABLE MARKS
1	What does the term UNHCR stand for?		
	United Nations High Commissioner for Refugees	[1]	1
2	Give one example of a conflict where the United Nations has been considered a success.		
	<ul style="list-style-type: none"> • Liberia • Sierra Leone • Kosovo 		
	Any other valid point	[1]	1
3	Give one example of a conflict where the United Nations has been considered a failure.		
	<ul style="list-style-type: none"> • Rwanda • Israel/Palestine • Somalia • Iraq • Bosnia and Srebrenica 		
	Any other valid point	[1]	1
4	Give one benefit of migration.		
	<ul style="list-style-type: none"> • Increases cultural diversity • Can add skills to the workforce and reduce labour shortages • Increased tax revenue for the government • Provide support for the Health and Social Care sector • Benefits to those migrating 		
	Any other valid point	[1]	1
5	What was the police service in Northern Ireland called before the Good Friday Agreement?		
	Royal Ulster Constabulary or RUC	[1]	1
6	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

		AVAILABLE MARKS
7	Name one law that protects migrants.	
	<ul style="list-style-type: none"> • The European Convention on Human Rights • The Human Rights Act 1998 • The Immigration Act 2016 	
	Any other valid point	[1] 1
8	Give one role of the Equality Commission for Northern Ireland.	
	<ul style="list-style-type: none"> • To give advice and support to people with potential complaints under the anti-discrimination laws • To give guidance to employers about their obligations under the law • To encourage public authorities to promote equality issues and consider them in their work • To research and suggest new legislation if appropriate • To arrange for legal representation for complainants or take legal action against individuals or organisations 	
	Any other valid point	[2] 2
9	What is meant by the term ‘culturally diverse society’?	
	<ul style="list-style-type: none"> • To have a variety of cultural groups within a society • To experience different cultures’ food, traditions, language etc. 	
	Any other valid point	[2] 2
10	Give two permanent member states of the United Nations Security Council.	
	Answers may include two of the following:	
	<ul style="list-style-type: none"> • China • Russia • United Kingdom • United States • France 	[2] 2
11	What is the United Nations’ role in mediation?	
	<ul style="list-style-type: none"> • To intervene in a dispute in order to resolve it • To use peaceful means like negotiation to end a conflict • To facilitate talks between warring factions 	
	Any other valid point	[2] 2

12 Give **two** pull factors that may cause a migrant to move to another country.

- To be near family
- Better job opportunities
- Better standard of living/availability of services
- Weather
- Safety and freedom
- Higher wages

Any other valid point [2]

13 Which **two** of the following were part of the Good Friday Agreement of 1998?

- Decommissioning of weapons
 - Early release of political prisoners
- [2]

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

Definition	Term
Buying and selling goods and services	Trade
An increase in worldwide interactions	Globalisation
Problems with global warming, climate change and overpopulation	Environmental issues
Wars or tension within or between countries	Conflict
A global threat to peace and stability by illegal organisations	International terrorism

[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 some of the ways the European Union supports member states.

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 some of the ways the European Union supports member states.

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 some of the ways the European Union supports member states. 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 in a structured way. 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 some of the ways the European Union supports member states.

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 EU gave help to member states to help them deal with the coronavirus outbreak
- The EU was able to negotiate on behalf of its member states
- The EU was able to provide PPE and vaccines

From own knowledge:

- Freedom of movement within member states – workers can get jobs in other countries without facing restrictions as non-nationals
- Open borders – ease of travel between member states
- Single currency – easier for trading and travelling purposes

Any other valid point

[5]

5

16 Explain some of the aims of the United Nations Security Council.

AVAILABLE
MARKS

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

Level 1 ([1]–[2])

A basic response with limited specific detail of some of the aims of the United Nations Security Council. 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 some of the aims of the United Nations Security Council.

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.

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

Level 3 ([5]–[6])

A very good explanation of some of the aims of the United Nations Security Council.

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:

- Formed after World War II, in October 1945, to replace the League of Nations as a means of dialogue and negotiation
- Initial aim was to prevent another world war
- More recent aims have included: maintaining peace and security, promoting human rights, encouraging social and economic development, protecting the environment and providing aid in cases of famine, natural disaster or war

Any other valid point

[6]

6

- 17 Using **Source B** and your own knowledge, describe some of the ways NATO can deal with conflict.

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 NATO can deal with conflict.

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 some of the ways NATO can deal with conflict.

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.

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.

Level 3 ([5]–[6])

A very good description of a range of some of the ways NATO can deal with conflict.

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:

- NATO launched airstrikes in Kosovo to end violence and bloodshed perpetrated by those responsible for the violence
- NATO reached an agreement for the invading armed forces to withdraw

From own knowledge:

- NATO can use political measures such as consultation and mediation to manage conflict and build trust between countries (e.g. through the Partnership for Peace programme)
- They can also use military measures such as sending ground troops (e.g. KFOR troops in Kosovo) or supporting local military forces to maintain peace (e.g. Afghanistan)
- NATO may also use pre-emptive measures to avoid the outbreak of conflict through patrolling seas to detect and deter international terrorist activity, air policing to track violations of its airspace and supporting the African Union in its peacekeeping missions.

Any other valid point

[6]

6

18 Explain some of the ways the Northern Ireland Human Rights Commission (NIHRC) protects the rights of citizens in Northern Ireland.

**AVAILABLE
MARKS**

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

Level 1 ([1]–[3])

A basic response which provides limited knowledge of some of the ways the NIHRC protects the rights of citizens 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 provides a more detailed response and begins to consider in more detail some of the ways the NIHRC protects the rights of citizens in Northern Ireland.

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.

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

Level 3 ([7]–[8])

A very good explanation of some of the ways the NIHRC protects the rights of citizens 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 includes no examples can be awarded a maximum of Level 2.

Answers may include some of the following:

- Established under the Good Friday Agreement to make sure that human rights are legally upheld in Northern Ireland
- To make sure that the government and other public bodies protect the rights of everyone in Northern Ireland
- To promote awareness amongst the public of what their human rights are and what they can do if they feel their rights have been violated
- Ensuring that all new laws passed in Northern Ireland are compliant with human rights legislation
- Taking on certain legal cases where there may have been a violation of human rights

Any other valid point

[8]

8

Section B

25

Section C

AVAILABLE
MARKS

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

- 19** 'There are ongoing challenges to peace 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 a limited account of the view that there are ongoing challenges to peace 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 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 describes the points made in more detail. Answers at this level will discuss the view that there are ongoing challenges to peace in Northern Ireland and will be more sustained.

Writing communicates ideas using political terms 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.

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

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 there are ongoing challenges to peace 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 includes no examples can be awarded a maximum of Level 2.

Answers may include:

- The issue of flags remains unresolved with parties split over whether flags should be flown at all, when and where they can be flown and if paramilitary flags should be tolerated.
- Parades remain contentious and can result in outbreaks of violence. There is disagreement between parties about whether parades should be allowed, where they should be allowed to pass through and what music, if any, should be allowed to accompany them.
- There is also disagreement surrounding the Parades Commission with Unionist parties preferring to see it dissolved and replaced with another

- body, while Nationalist parties are more supportive of it.
- The past is still contentious – parties do not agree over the definition of a victim.
 - There was controversy over who should be entitled to compensation and victims' pensions – Michelle O'Neill refused to nominate the Department of Justice to process pensions and Arlene Foster criticised this.
 - Prosecution of soldiers remains controversial – DUP do not support the prosecution of British soldiers who served in NI during the Troubles, whereas Nationalist parties do not support a statute of limitations that would exclude soldiers from prosecution after a certain period of time.
 - Brexit has resulted in more controversy over the future of the border between Northern Ireland and Republic of Ireland – Sinn Féin has called for a border poll whereas the DUP have rejected this. There are fears of a return to violence if there is change to the status quo.
 - Northern Ireland Centenary celebrations raised tensions with Nationalist parties not participating in the first session of the Centenary Forum.

Any other valid point

[10]

10

AVAILABLE
MARKS

- 20 Evaluate the following statement: “Leaders trying to increase their popularity is the main cause of conflict between countries.”

In your answer you should include:

- the importance of leaders trying to increase their popularity as a cause of conflict; and
- other factors that cause conflict between countries, for example, economic and trade factors.

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 leaders trying to increase their popularity is the main cause of 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 leaders trying to increase their popularity is the main cause of 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 leaders trying to increase their popularity as the main cause of conflict. 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 leaders trying to increase their popularity as the main cause of conflict. Use is made of a wide range of relevant examples 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 includes no examples can be awarded a maximum of Level 3.

Answers may include some of the following:

Arguments in support of the statement:

- An individual leader may cause conflict by their actions which are deemed a threat by other countries, e.g. North Korea/Iran’s testing of nuclear weapons.
- Some leaders are deliberately provocative in their foreign policy which may lead to the risk of conflict, for example the Chinese deliberate crossing of the Taiwan Strait in 2019.
- In regions with long standing disputes aggressive leaders are rewarded with increased electoral support, this could be seen as the case in parts of the Middle East and in Israel.
- Some leaders deliberately provoke conflict in order to build a bigger power base, for example Putin in Russia or Salman bin Abdulaziz of Saudi Arabia.

Any other valid point

Arguments against the statement:

- There are many other causes of conflict which are equally as important.
- Some of the most notable conflicts in the 20th and 21st centuries have been caused by cultural and religious differences, for example between Muslims and Jews in Israel/Palestine, Hindus and Muslims in South-East Asia and in Rwanda between Hutus and Tutsis.
- Differences in political ideology led to the Cold War – Communism versus Capitalism. This war lasted for 45 years and spanned the globe.
- Economic and trade factors can lead to conflict – when countries are threatened by the economic success or growth of others or engage in trade wars or boycotts.
- A desire for independence can also lead to conflict – where a country wishes to run their own affairs, e.g. between Hong Kong and China.

Any other valid point

[16]

16

Section C

26

Total

75

**AVAILABLE
MARKS**