



Rewarding Learning

**General Certificate of Secondary Education
2023**

Government and Politics

Unit 1

Democracy in Action

[GGP11]

FRIDAY 2 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 Name the unelected House of the UK Parliament.

The House of Lords, The Lords [1] 1

2 Give **one** role of laws in society.

- To keep people safe
- To prevent chaos
- To create a good society
- To maintain order
- To prevent tyranny

Any other valid reason [1] 1

3 Name **one** political party in the Northern Ireland Assembly.

- The Alliance Party
- The Democratic Unionist Party
- The Green Party
- People Before Profit
- Sinn Féin
- The Social Democratic and Labour Party
- The Traditional Unionist Voice
- The Ulster Unionist Party

[1] 1

4 What is the name for a Bill that has been passed?

An Act, An Act of Parliament, Law. [1] 1

5 What is meant by the term ‘constituency’?

The geographical area an MP or MLA represents. [1] 1

6 Give another name for the ‘legislature’.

Parliament, the Northern Ireland Assembly, Law-making body. [1] 1

7 What is the name for a pressure group that represents only one section of society?

A sectional group. [1] 1

AVAILABLE MARKS	
1	1
2	1
3	1
4	1
5	1
6	1
7	1

		AVAILABLE MARKS
8	Give one feature of a dictatorship.	
	<ul style="list-style-type: none"> • Rule by one person or party • Media censorship • Use of extreme coercion • Targeted coercion against one or more groups in society • No independent judiciary • Lack of elections • Electoral fraud and/or intimidation of voters 	
	Any other valid feature	[1] 1
9	Name one type of media in modern society.	
	<ul style="list-style-type: none"> • Newspapers • Television • Radio • Social media • Magazines 	
	Any other valid type	[1] 1
10	From the following list choose one area which is not the responsibility of local councils:	
	Health and Hospitals	[2] 2
11	Give one way MPs can challenge the Government.	
	<ul style="list-style-type: none"> • Speaking up in debates • Voting against the government in votes • Questioning the government during question time in parliament • Writing questions to relevant Ministers • Taking part in committees in parliament 	
	Any other valid way	[2] 2
12	Give one advantage of lowering the voting age.	
	<ul style="list-style-type: none"> • It would increase voter turnout • It would create more fairness in the system • It would force political parties to take the youth vote into consideration and therefore improve the lives of young people • It would encourage young people to join political parties as a means of political expression 	
	Any other valid advantage	[2] 2

13 Read the list below. Tick [✓] the correct box to show which policy is from the Conservative Party and which is from the Labour Party.

Scrap Universal Credit – Labour Party

Support for Private Education – Conservative Party

Free bus travel for those aged under 25 – Labour Party

Introduce a points-based immigration system – Conservative Party [4]

14 In the grid below match the correct term to the description provided.

The method of election used to elect MLAs in Northern Ireland – PR-STV

The percentage of the population that vote in an election – Voter Turnout

A one-off vote on a specific question or issue – Referendum

When citizens must by law participate in elections – Compulsory Voting

The method of election used to elect MPs – Simple Majority [5]

Section A

**AVAILABLE
MARKS**

4

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 in which MLAs can influence legislation.

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 in which MLAs can influence legislation.

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 some of the ways in which MLAs can influence legislation. 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.

Level 3 ([4]–[5])

A very good answer with a developed description of source content and own knowledge of some of the ways in which MLAs can influence legislation.

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:

MLAs can scrutinise legislation

MLAs can suggest and pass amendments to legislation

From own knowledge:

MLAs vote on legislation

MLAs debate legislation

MLAs can propose legislation in the form of Private Members' Bills

MLAs can participate in a Petition of Concern

Any other valid point

[5]

5

16 Explain how MLAs can scrutinise the Executive.

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MARKS

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

Level 1 ([1]–[2])

A basic response with limited knowledge and understanding of how MLAs can scrutinise the Executive. Answer 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 MLAs can scrutinise the Executive. Answers may include examples.

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 ([5]–[6])

A very good explanation of how MLAs can scrutinise the Executive. Relevant support is provided in the form of examples. To achieve Level 3, answers must include at least one example.

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

An answer that fails to provide evidence can be awarded a maximum of Level 2.

Answers may include some of the following:

- MLAs can question ministers
- MLAs can vote on motions and debates
- MLAs can request a minister to attend a committee for questioning
- MLAs can ask written questions
- MLAs participate in committee investigations
- MLAs can use the media to draw attention to key areas

Any other valid point

[6]

6

- 17 Using **Source B** and your own knowledge, explain some of the ways citizens can take action in a democracy.

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 citizens can take action in a democracy.

Writing communicates ideas using a limited range of political terminology and demonstrates basic skills of selection of material, but the response lacks clarity, structure and organisation of ideas. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

A more developed answer that explains the material in the source and begins to consider some of the ways citizens can take action in a democracy.

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 ([5]–[6])

A very good explanation of some of the ways citizens can take action in a democracy, using both the source and own knowledge. Relevant support is provided in the form of examples.

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

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

An answer that fails to provide evidence beyond the source can be awarded a maximum of Level 2.

Answers may include some of the following:

From the source:

- Sign petitions
- Put pressure on parliament to debate an issue
- Support causes endorsed by celebrities

From own knowledge:

- Take part in a demonstration or protest
- Join a pressure group
- Join a political party
- Write to MPs
- Voting in elections

Any other valid point

[6]

6

18 Using **Source C** and your own knowledge, explain how participation in elections can be increased.

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

Level 1 ([1]–[3])

A basic response which tends to focus on the source and/or provides basic knowledge of how participation in elections can be increased.

Writing communicates ideas using a limited range of political terminology and demonstrates basic skills of selection of material, but the response lacks clarity, structure and organisation of ideas. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

A more developed answer which explains the material in the source and begins to consider how participation in elections can be increased.

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 ([7]–[8])

A very good explanation of how participation in elections can be increased, using both the source and own knowledge. Relevant support is provided in the form of examples.

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

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

An answer that fails to provide evidence beyond the source can be awarded a maximum of Level 2.

Answers may include some of the following:

From source:

- Lowering the voting age

From own knowledge:

- Introduce compulsory voting
- Reform the electoral system
- Increase online campaigning
- Allow online or electronic voting
- Target younger voters during campaigning

Any other valid point

[8]

8

Section B

25

**AVAILABLE
MARKS**

Section C

AVAILABLE
MARKS

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

19 'Insider pressure groups are always the most effective'. 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 insider pressure groups are always the most effective. 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 insider pressure groups are always the most effective is 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.

Level 3 ([8]–[10])

A very good response which makes use of developed examples to provide a well formed and sustained argument in favour of the view that insider pressure groups are always the most effective.

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 provide evidence can be awarded a maximum of Level 2.

Answers may include:

- Insider groups are regularly consulted on policy by Government which means they can get their ideas heard
- Some insider groups are asked to help draft policy for Private Members' Bills, for example the 2009 Autism Act
- Insider groups use legal tactics which means they can maintain wide support and are more likely to be taken seriously
- Some insider groups represent a large membership, and this helps them to have a bigger voice
- Insider groups often have a full-time staff which allows them to develop valuable research which politicians will refer to in political debate and in forming policy

Any other valid point

[10]

10

20 Evaluate the following statement: 'The media successfully holds those in power to account.'

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MARKS

In your answer you should include:

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

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

Level 1 ([1]–[4])

A limited attempt to evaluate the view that the media successfully holds those in power to account. Points made lack the support of appropriate evidence. There are significant gaps in knowledge.

Writing communicates ideas using a limited range of political terminology and demonstrates basic skills of selection of material, but the response lacks clarity, structure and organisation of ideas. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([5]–[8])

A more developed response which attempts to evaluate the view that the media successfully holds those in power to account. The answer which may be one sided or imbalanced makes use of some evidence to support the points made.

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

Level 3 ([9]–[12])

A good response which shows a clear understanding of the view that the media successfully holds those in power to account. There is an attempt to judge the validity of the statement by making use of evidence to evaluate other viewpoints.

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

Level 4 ([13]–[16])

An excellent response which provides a clear and coherent evaluation of the viewpoint that the media successfully holds those in power to account. 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 fails to provide balance can be awarded a maximum of Level 3.

An answer that fails to provide evidence can be awarded a maximum of Level 3. Answers may include some of the following:

Arguments in support of the statement:

- The media reports on the main political stories everyday
- The televising of parliament means that people can watch events in parliament as they happen
- The media hold in depth interviews with top politicians and political leaders and quiz them about their policies and actions
- The media often play a key role in exposing politicians and parties involved in scandals such as the MPs expenses scandal
- Social media has made it much more difficult for politicians to avoid accountability

Any other valid point

Arguments against the statement:

- The BBC Director is appointed by the PM
- The mainstream media don't want to alienate politicians in case they stop giving interviews
- The print media is owned by a handful of wealthy people who all have editorial rights
- It can be hard to believe what is in the media in the era of 'fake news'
- Politicians are very adept at using the media for political messaging and can find a way to 'spin' a bad story to their advantage

Any other valid point

[16]

16

Section C

26

Total

75

**AVAILABLE
MARKS**