



*Rewarding Learning*

**General Certificate of Secondary Education  
2023**

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# **Government and Politics**

Unit 2

International Politics in Action

**[GGP21]**

**WEDNESDAY 14 JUNE, MORNING**

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**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 **one** member state of the European Union.

Answers may include any current member of the European Union. [1]

1

**2** Name **one** provision of the Stormont House Agreement.

- Setting up an Oral History Archive
- Setting up an Historical Investigations Unit
- Reduction in number of MLAs
- Allows for formation of an official opposition
- Reaffirmed commitment to recognise the Irish language
- Welfare reform in NI to be brought in line with GB

Any other valid point. [1]

1

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

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

Any other valid point. [1]

1

**4** What does the term ‘NATO’ mean?

The North Atlantic Treaty Organisation. [1]

1

**5** Name **one** country where United Nations peacekeepers have been involved.

Answers may be taken from the following list:

- Angola
- Rwanda
- Côte D’Ivoire
- Liberia
- Sierra Leone
- Congo

Any other valid point. [1]

1

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1
1
1
1
1

		AVAILABLE MARKS
<b>6</b>	Name <b>one</b> country which has had sanctions imposed on it.	
	<ul style="list-style-type: none"> <li>• Russia</li> <li>• Iran</li> <li>• Syria</li> <li>• Venezuela</li> <li>• North Korea</li> </ul>	
	Any other valid country.	[1]                      1
<b>7</b>	Give <b>one</b> factor that can cause conflict between countries.	
	Answers may include one of the following:	
	<ul style="list-style-type: none"> <li>• Cultural, moral and religious differences</li> <li>• Economic and trade factors</li> <li>• Desire for security</li> <li>• Desire for Independence</li> <li>• Leader's quest for popularity</li> </ul>	
	Any other valid point.	[1]                      1
<b>8</b>	Give <b>one</b> reason for the creation of the United Nations.	
	Answers may include one of the following:	
	<ul style="list-style-type: none"> <li>• To maintain international peace and security</li> <li>• To develop friendly relations between nations</li> <li>• To promote social progress</li> <li>• To promote better living standards and human rights</li> </ul>	
	Any other valid point.	[2]                      2
<b>9</b>	What is meant by the term 'refugee'?	
	The term refugee describes a person who has been forced to leave their country of birth as a result of war, persecution or natural disaster.	
	Any other valid explanation.	[2]                      2
<b>10</b>	What is meant by the term 'economic migrant'?	
	An economic migrant is someone who goes to live in another country to have a better life.	
	Any other valid explanation.	[2]                      2

11 State **one** reason for international cooperation.

Answers may include one of the following:

- To tackle climate change
- To prevent wars and promote peace
- To safeguard human rights
- To tackle poverty and inequality
- To encourage trade and economic development

Any other valid reason. [2]

12 What is meant by the term 'right to veto'?

The right to veto refers to the ability of key members in an organisation to block the adoption of rules they do not agree with. In the United Nations this power is given to the five permanent member states.

Any other valid explanation. [2]

13 Give **two** groups that the Equality Commission of Northern Ireland seeks to protect.

- Old and young people
- Disabled people
- LGBTQ people
- Ethnic groups
- Pregnant people
- Women and men who feel they have suffered sex discrimination

Any other valid group. [2]

14 In the grid below match the correct term to its definition.

One of the ways the United Nations tries to maintain peace. **Mediation**  
 A trade bloc made up of members of the European Union. **European Single Market**  
 A type of democracy designed for divided societies. **Consociationalism**  
 A law which protects citizen's rights in the UK. **The Human Rights Act 1998**  
 The power of a state to make its own laws. **Independence**

[5]

Section A

AVAILABLE MARKS

2

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 UK contributes to NATO.

Answers which make no reference to the source can attain a maximum of Level 2.

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 some of the ways the UK contributes to NATO.

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 UK contributes to NATO. 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 some of the ways the UK contributes to NATO.

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:

From source:

- The UK contributes forces to collective defence operations overseas

From own knowledge:

- The UK has made a commitment to spend adequate money on the upkeep of UK forces in order to be able to play an effective role with their NATO allies
- The UK supplies NATO with military hardware
- The UK contributes to NATO intelligence operations and intelligence gathering in general
- The UK plays a role in the decision-making body of NATO, the North Atlantic Council
- The UK plays a key role in the Military Committee of NATO, for example the Chair of the Committee between 2018–2021 was Air Chief Marshal Sir Stuart Peach whose career had been with the Royal Air Force prior to his appointment as the chief military adviser to the Secretary General and the North Atlantic Council

Any other valid point.

[5]

5



**16** Explain some of the **non-military** measures NATO uses to manage conflict.

AVAILABLE  
MARKS

Answers which fail to provide any supporting evidence can attain a maximum Level 2.

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

**Level 1 ([1]–[2])**

A basic response with limited knowledge and understanding of some of the non-military measures NATO uses to manage conflict. 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 non-military measures NATO uses to manage conflict.

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 some of the non-military measures NATO uses to manage 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.

Answers may include some of the following:

- Fact finding missions
- Inspections
- Consultations
- Warnings
- Early intervention to prevent conflict escalating
- Cooperation on intelligence matters to resolve conflict quickly
- Use of diplomacy to prevent the escalation of conflict
- Peace keeping missions and Partnership for Peace initiatives

Any other valid point.

[6]

6

- 17 Using **Source B** and your own knowledge, describe some of the terms for securing peace in the Good Friday Agreement.

Answers which fail to refer to the source can attain a maximum of Level 2.

Answers which fail to provide any supporting evidence or evidence beyond that given in the source can attain a maximum of Level 2.

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 terms of the Good Friday Agreement.

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 terms of the Good Friday Agreement.

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 terms of the Good Friday Agreement.

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:

From the source:

- The early release of prisoners

From own knowledge:

- Decommissioning
- Power sharing and consociationalism
- Establishment of bodies to protect human rights such as the Equality Commission
- Use of PR-STV electoral system
- Setting up of the Stormont Assembly and Executive
- Reform of policing

Any other valid point.

[6]

6

18 Explain some of the legacy issues that remain divisive in Northern Ireland.

Answers which fail to provide supporting evidence can attain a maximum Level 2.

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

**Level 1 ([1]–[3])**

A basic response which provides basic knowledge of some of the legacy issues that remain divisive 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 some of the legacy issues that remain divisive 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 some of the legacy issues that remain divisive 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 some of the following:

- Flags and parades continue to be contentious
- Political parties and local communities have different interpretations of what happened during the conflict
- Political parties cannot agree on the definition of a victim
- Many Unionists have very little faith in the statutory body set up to represent victims' needs
- Some aspects such as inquests and prosecutions have been deemed as attacks on one community
- Provision of adequate mechanisms to deal with these issues is costly, people prefer to see the money spent on other matters
- A large number of cases remain uninvestigated
- There have only been four prosecutions

Any other valid point.

[8]

**Section B**

**AVAILABLE  
MARKS**

8

**25**

Section C

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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** “Migration has many economic and social benefits.” Make a case **in support** of this statement.

Answers which fail to provide supporting evidence can attain a maximum Level 2.

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

**Level 1 ([1]–[3])**

A basic response with limited development of the view that migration has many economic and social benefits. 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 migration has many economic and social benefits 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 migration has many economic and social benefits.

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:

- Migrants bring greater diversity and enrich the culture of the host country
- Migrants help reduce labour shortages
- Migrants are often prepared to take low paid and low skilled jobs which can be hard to fill
- Migrants contribute to the tax revenue of the host country
- Migrants contribute to the economy by purchasing goods
- This is a one-sided argument, there is no need for balance in this response
- A response which has no examples or evidence can achieve a maximum of Level 2

Any other valid point.

[10]

10

- 20 Evaluate the following statement: “The United Nations has been effective in resolving conflict.”

In your answer you should include:

- An example of a conflict where United Nations intervention is seen as successful; and
- An example of a conflict where the United Nations is seen as having failed.

Answers which fail to provide any supporting evidence can attain a maximum Level 3.

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 the United Nations has been effective in resolving conflict. 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 the United Nations has been effective in resolving conflict. The answer, which may be one sided or imbalanced, makes use of some evidence and examples to support the points made.

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

#### **Level 3 ([9]–[12])**

A good response which shows a clear understanding of the view that the United Nations has been effective in resolving conflict. 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 the United Nations has been effective in resolving conflict. 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.

Arguments in support of the statement:

- The United Nations has used mediation in order to maintain peace successfully in places such as Sudan and Sri Lanka
- The United Nations has used economic sanctions as a way of maintaining peace although these do work better when combined with other peace keeping measures
- The United Nations sends peace keeping missions to areas affected by conflict or where there is a fear that conflict may emerge. There are many examples of successful peacekeeping missions such as Cambodia, El Salvador and Mozambique.
- The United Nations can pass a resolution for direct military intervention, often this is in conjunction with NATO. An example of a successful military operation is Sierra Leone

Any other valid point.

Arguments against the statement:

- Mediation by the United Nations does not always work as it relies on a genuine commitment to peace by all those involved
- Economic sanctions have limited success unless they are backed by other peace keeping measures. There is also difficulty getting agreement from the five permanent members of the UNSC if any of them feel sanctions might affect their own country's economic interests
- Peace keeping missions are not always a success, they may come too late to be effective such as was the case in Bosnia or prove ineffective in resolving tensions resulting in many deaths such as was the case in Rwanda
- It is very difficult for the United Nations to pass a military resolution, and this can delay the process of getting a military force to where it may be needed. The United Nations has no army of its own which adds a further delay. In both Libya and Somalia United Nations military intervention was judged to be a failure
- This is an evaluative question and therefore candidates are expected to produce a balanced response. This does not have to be completely even in length or points made in order to meet the criteria for balance
- A response which has no examples or evidence can achieve a maximum of Level 3

Any other valid point.

[16]

16

**Section C**

**26**

**Total**

**75**

**AVAILABLE  
MARKS**