



*Rewarding Learning*

**General Certificate of Secondary Education  
2024**

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# **Government and Politics**

Unit 1

Democracy in Action

**[GGP11]**

**THURSDAY 23 MAY, AFTERNOON**

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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**

Answer **all** questions.

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

		AVAILABLE MARKS
<b>1</b>	What does the term ‘MEP’ stand for?  Member of the European Parliament	[1]  1
<b>2</b>	Name <b>one</b> action an individual citizen can take to hold the powerful in society to account.  • Petitions • Lobbying politicians • Violent or direct-action campaigns Any other valid action	[1]  1
<b>3</b>	Name <b>one</b> type of electoral system in the UK.  • First-past-the-post • Single Transferable Vote (STV) • Additional Member System (AMS) Any other valid electoral system	[1]  1
<b>4</b>	Name <b>one</b> type of pressure group.  Insider, outsider, sectional, causal	[1]  1
<b>5</b>	What does the term ‘MP’ stand for?  Member of Parliament	[1]  1
<b>6</b>	Name <b>one</b> UK political party.  Candidates may refer to any valid political party such as Conservatives, Labour, Liberal Democrats, Green Party, DUP, SDLP, Sinn Féin, UUP or Alliance. Any valid political party will be rewarded	[1]  1
<b>7</b>	Name <b>one</b> person or group who makes rules for society.  Prime Minister, MPs, Parliament, MLAs, devolved governments. Any other valid person or group	[1]  1

		AVAILABLE MARKS
<b>8</b>	Name <b>one</b> opposition party in the UK parliament.  Candidates may refer to any valid opposition party such as Labour, Scottish National Party, Liberal Democrats, DUP, Sinn Féin, SDLP, Plaid Cymru or Green Party. Any valid opposition party will be rewarded.	[1]  1
<b>9</b>	Give <b>one</b> reason why rules are needed in society.  <ul style="list-style-type: none"> <li>• To keep order</li> <li>• To keep people safe</li> <li>• To make sure people are treated fairly</li> <li>• To prevent anarchy</li> </ul> Any other valid reason	[1]  1
<b>10</b>	What is meant by the term 'Private Members' Bill'?  Private Members' bills are public bills introduced by MPs and Lords/MLAs who are not government ministers. Any other reasonable explanation	[2]  2
<b>11</b>	What is meant by the term 'devolved government'?  Devolution is the transfer of powers from a central government to a regional government. Devolved institutions have the power to make laws and decisions in their own area. Any other reasonable explanation	[2]  2
<b>12</b>	Give <b>one</b> way an MLA can represent their constituents.  <ul style="list-style-type: none"> <li>• Raise issues in Assembly Debates</li> <li>• Hold surgeries in their constituencies</li> <li>• Answer calls, emails and letters from constituents</li> <li>• Attend local meetings in their constituency</li> <li>• Contact civil servants on behalf of their constituents</li> <li>• Speak to ministers about constituency issues</li> <li>• Join a committee that deals with issues affecting their constituency</li> </ul> Any other valid way	[2]  2

13 Read the following statements. Tick [✓] the correct box to show if the statements are reasons **for** or **against** the use of referenda.

	For	Against
A referendum campaign raises public awareness of political issues.	✓	
Most voters are not well informed or interested.		✓
Only the government can decide if a referendum is held.		✓
The people get to decide the outcome.	✓	

[4]

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

The same party has been in power for a long time. Opposition parties are banned or crushed.	One-party state
A system of checks and balances to make sure that one branch of the state does not have too much power.	Separation of powers
The media is not allowed to freely report on government actions.	Censorship
People can vote for different political parties who hold alternative views.	Range of political parties
Voters are free from coercion and can choose who they want to vote for.	Free and fair elections

[5]

**Section A**

**AVAILABLE MARKS**

4

5

**24**

## Section B

AVAILABLE  
MARKS

Answer **all** questions.

**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 views of Northern Ireland’s main political parties differ.

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

### **Level 1 ([1])**

A basic answer with limited description of source content or a weak attempt to explain how the Northern Ireland parties differ in their views.

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 Northern Ireland parties differ in their views. Attempts to develop the information drawn from the source or own knowledge.

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

### **Level 3 ([4]–[5])**

A very good answer with a developed description of source content and own knowledge of how the Northern Ireland parties differ in their views.

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:**

- Parties have different views on the economy
- Parties differ on their views of Northern Ireland’s access to the EU Single Market
- Parties differ on their views on the trade arrangements for Northern Ireland

#### **From own knowledge:**

- Unionist parties, particularly the DUP, want to remove the trade border in the Irish Sea, whereas other parties view it as necessary to keep the integrity of the EU market



- Parties also have different views on the environment with some parties like the DUP being more sceptical of climate change and other parties being more supportive of legislation to reduce carbon emissions
  - Parties hold different views on education with some parties being supportive of academic selection at age 11, whilst other parties do not support this. Likewise, some parties are more supportive of integrated education whilst other parties favour shared education
- Any other valid point

[5]

AVAILABLE  
MARKS

5

16 Explain why the protection of rights is important in a democratic society.

AVAILABLE  
MARKS

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

**Level 1 ([1]–[2])**

A basic response with limited knowledge and understanding of why the protection of rights is important in a democratic society. 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 why the protection of rights is important in a democratic society. Answers may include examples.

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 why the protection of rights is important in a democratic society. 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:

- Vulnerable groups may face discrimination because of their race, gender, religion or disability. Rules define and protect rights
- Rights are usually turned into laws, for example, making racial discrimination illegal
- Rights are protected by law for all citizens
- Freedom of religion, sexuality, speech and other rights are guaranteed
- If someone feels their rights have not been respected, they have legal means of doing something about it

Any other valid point

[6]

6

17 Using **Source B** and your own knowledge, explain how politicians can use the media for political messaging.

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 how politicians can use the media for political messaging.

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 how politicians can use the media for political messaging.

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

**Level 3 ([5]–[6])**

A very good explanation of how politicians can use the media for political messaging, 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:**

- Politicians can use new opportunities offered by the media to communicate their policies
- For many people the media can be their only source of information on issues and candidates

**From own knowledge:**

- Politicians can use other forms of media such as newspapers where they can write columns or give interviews
- Social Media: allows the politician to by-pass the traditional media and connect instantly with the electorate
- Television/radio: Party political broadcasts and interviews can be communicated

Any other valid point

[6]

6

18 Using **Source C** and your own knowledge, explain why freedom of the press is important in a democracy.

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 some of the reasons why freedom of the press is important 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 ([4]–[6])**

A more developed answer which explains the material in the source and begins to consider some of the reasons why freedom of the press is important in a democracy.

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 reasons why freedom of the press is important 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.

Answers may include some of the following:

**From source:**

- A free media can make a significant contribution to a democratic society
- The media exposed politicians breaking Covid regulations during the pandemic
- Politicians can be questioned by the media on their actions

**From own knowledge:**

- The media can inform the electorate and influence public opinion
- A free media can give voters a range of information and views on which they can base their choice
- The media can hold those in power to account
- Freedom of the press is important because a free press can uncover the truth

Any other valid point

[8]

8

**Section B**

**25**

**AVAILABLE  
MARKS**

## Section C

AVAILABLE  
MARKS

Answer **all** questions.

**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** “MPs are successful at scrutinising the government”. 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 MPs are successful at scrutinising the government.

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. Support for the view that MPs are successful at scrutinising the government, 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 MPs are successful at scrutinising the government.

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:

- MPs can put formal questions to Ministers in Parliament at Question Time and Prime Minister’s Questions
- MPs take part in debates and challenge government policies
- Opposition Party MPs constantly challenge government ministers about their policies
- MPs can join a Public Bill Committee that examines government bills in detail
- MPs can join a Select Committee that scrutinises government policies and actions
- MPs can use Media/Social Media to challenge government policies

Any other valid point

[10]

10

- 20 Evaluate the following statement: "Joining a pressure group is the best way citizens can take action in a democracy."

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 joining a pressure group is the best way citizens can take action in a democracy. 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 joining a pressure group is the best way citizens can take action in a democracy. The answer may be one sided or 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 joining a pressure group is the best way citizens can take action in a democracy. 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 joining a pressure group is the best way citizens can take action in a democracy. 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.

Answers may include some of the following:

Arguments in support of the statement:

- Pressure groups are an accepted part of a democratic system and for the most part are seen as a legitimate way to express political views
- Some pressure groups have insider status meaning that governments will often turn to them for expert opinion and are more likely to consider their views
- Sectional groups are considered to have a level of expertise on their one particular group and will be sometimes given media coverage when an issue arises which is important to their group or section of society
- Cause groups can commission research and fund campaigns which may play an important role in raising the profile of issues. This gives the electorate an important political voice in between elections
- People are less likely to join a political party as parties have a wider range of policies and people may find it harder to agree with all of the party policies. Pressure groups with a narrow range of policies/views may be more appealing

Any other valid point

Arguments against the statement:

- A political party can give the electorate a chance to influence and develop party policy over a range of issues, this might be better than just being active on a limited range
- Some pressure groups are very hierarchical and do not offer ordinary members much opportunity to get involved in the decision-making process
- Pressure groups can use a variety of tactics and not all of these tactics will suit everyone. More direct action-style tactics may put some potential members off joining for fear of breaking the law
- If a pressure group representing one cause is successful then it is no longer needed
- There are other ways to be involved in the political process, such as e-petitions, online campaigns, writing emails, protests and demonstrations, and some people may prefer these methods of voicing their political beliefs
- Governments can ignore groups in spite of the level of support
- Other forms of action may be more effective

Any other valid point

[16]

16

**Section C**

**26**

**Total**

**75**

**AVAILABLE  
MARKS**