



*Rewarding Learning*

**General Certificate of Secondary Education  
2024**

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# **Government and Politics**

Unit 2

International Politics in Action

**[GGP21]**

**WEDNESDAY 12 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** What does the term 'UN' stand for?

United Nations

[1]

1

**2** Name **one** Northern Ireland Peace Agreement.

- Good Friday Agreement
- St Andrews Agreement
- Hillsborough Castle Agreement
- Stormont House Agreement
- New Decade, New Approach

Any other valid point.

[1]

1

**3** State **one** issue which could cause conflict between countries.

Answers may include **one** of the following:

- cultural, moral and religious differences
- economic and trade factors
- desire for security
- desire for independence
- leaders' quest for popularity
- territorial disputes

Any other valid point.

[1]

1

**4** Name **one** type of sanction that can be imposed on a country.

- Economic
- Diplomatic
- Military
- Sports
- On individuals within a country
- Environmental

Any other valid example.

[1]

1

**AVAILABLE  
MARKS**

		AVAILABLE MARKS
<b>5</b>	Name <b>one</b> divisive issue in Northern Ireland.  Answers may be taken from the following list: <ul style="list-style-type: none"> <li>• Flags</li> <li>• Parades</li> <li>• The legacy of the past</li> <li>• Definition of a victim</li> <li>• Policing</li> <li>• Northern Ireland Protocol</li> <li>• The border/constitutional position of Northern Ireland</li> </ul> <p>Any other valid point. [1]</p>	1
<b>6</b>	What is the term used for someone who moves to another country for a better standard of living?  Economic migrant [1]	1
<b>7</b>	Name <b>one</b> of the bodies that protects refugees.  <ul style="list-style-type: none"> <li>• UNHCR</li> <li>• UN Refugee Agency [1]</li> </ul>	1
<b>8</b>	What is meant by the term ‘internally displaced person’?  Someone who has been forced to flee their home but has not crossed a border into another country. [2]	2
<b>9</b>	What is meant by the term ‘human rights abuse’?  People’s human rights have not been met or people have been treated wrongly in breach of their human rights. [2]	2
<b>10</b>	Give <b>one</b> reason for the formation of the European Union.  <ul style="list-style-type: none"> <li>• To prevent future war through military security</li> <li>• To promote economic co-operation</li> <li>• To promote closer political ties</li> <li>• To develop better relations between the countries of Europe</li> </ul> <p>Any other valid point. [2]</p>	2
<b>11</b>	What is meant by the term ‘freedom of movement’?  The ability of European Union (EU) members to seek work, residence or travel to another EU country without the need for visas or permits.  Any other valid explanation. [2]	2

12 What is meant by the term 'Brexit'?

The United Kingdom's withdrawal from the European Union.

[2]

AVAILABLE  
MARKS

2

13 Give **two** push factors that may cause migration.

- war
- famine
- climate change
- poverty
- discrimination or persecution

Any other valid point.

[2]

2

14 Read the statements below. Tick [✓] the correct column to show whether each statement is a **social** or **economic** benefit of migration.

	Social	Economic
Allows the government to collect more tax		✓
Can fill the vacant jobs in the local community		✓
Provides a more diverse culture	✓	
Brings more skills to the workforce		✓
Promotes tolerance of different groups	✓	

[5]

5

Section A

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 issues that might require international cooperation.

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 issues that might require international co-operation.

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 issues that might require international co-operation. 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 issues that might require international co-operation.

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:**

- Environmental disasters
- Flooding/climate change

**From own knowledge:**

- Terrorism/conflict
- Trade
- Technology

A candidate who fails to make any reference to the Source, or use the source in any way in their response, will be able to achieve a maximum of Level 2.

Any other valid point.

[5]

5



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

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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 some of the ways that the NIHRC can protect the rights of citizens in Northern Ireland. 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 ways that the NIHRC can protect 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. 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 that the NIHRC can protect 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.

Answers may include some of the following:

- Ensures that the government and other public bodies protect human rights of everyone in Northern Ireland
- Helps people understand what their rights are and what they can do if their rights are violated
- Advises government on legislation and compliance with human rights frameworks
- Promotes awareness of human rights
- Takes some legal cases

Any other valid point.

[6]

6

17 Using **Source B** and your own knowledge, describe some of the ways that the UN Security Council attempts to maintain peace.

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 limited knowledge of the ways that the UN Security Council attempts to maintain peace.

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 ways that the UN Security Council attempts to maintain peace.

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 description of a range of ways that the UN Security Council attempts to maintain peace. 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.

Answers may include some of the following:

**From the source:**

- Use of force in Korea to restore peace
- Provided troops operating in Korea under a joint UN flag

**From own knowledge:**

- The UN can use mediation between warring factions to try to restore peace
- They can use sanctions as a deterrent to aggressors
- They can engage in peace-keeping missions to try to restore peace
- A response which makes no reference to the Source can achieve a maximum of Level 2

Any other valid point.

[6]

6

**18** Explain some of the ways that laws protect migrants.

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 that laws protect migrants. A limited but valid example may be provided.

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

**Level 2 ([4]–[6])**

An answer which provides a more detailed explanation of some of the ways that laws protect migrants.

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 ways that laws protect migrants. 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.

Answers may include some of the following:

- The ECHR and the HRA both guarantee certain rights and freedoms that can be applied to migrants
- The ECHR includes Articles which have been used in courts to protect migrants
- Article 2 discusses the right to life – migrants may be fleeing from war or persecution
- Article 4 discusses freedom from slavery and forced labour – some migrants may be trying to escape from people traffickers or inhumane working situations
- Article 5 discusses the right to liberty and security – some migrants may be trying to escape from dictatorship or authoritarian regimes
- The HRA incorporated many of the ECHR Articles into British law and similar protections for migrants exist in UK courts

Any other valid point.

[8]

**Section B**

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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** “There have been many obstacles 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 limited account of the view that there have been many obstacles to peace 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 and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([4]–[7])**

A more developed response which describes the degree to which there have been many obstacles to peace in Northern Ireland in more detail. Answers at this level will discuss more than one obstacle to peace.

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 there have been many obstacles 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.

Answers may include:

- The early release of prisoners was a controversial issue which divided many, particularly in the Unionist community who were opposed to the measure
- The involvement of the Dublin government in Northern Ireland was also objected to by some Unionist parties
- Ongoing paramilitary activity undermined the peace process and led to suspensions
- Failure of Sinn Féin to support the police until 2007 was a barrier to restoring the institutions in the 2000s
- Dealing with the legacy of the past continues to be an unresolved issue, such as the prosecution of soldiers and the definition of a victim
- Flags and parades continue to be divisive

Any other valid point.

[10]

10

- 20 Evaluate the following statement. "NATO has been successful in dealing with international conflict."

In your answer you should include:

- an example of a conflict where NATO intervention is seen as **successful**;  
and
- an example of a conflict where NATO intervention is seen as having **failed**.

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 NATO has been successful in dealing with international conflict. 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 NATO has been successful in dealing with international conflict. 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 NATO has been successful in dealing with international 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 NATO has been successful in dealing with international 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.

Answers may include some of the following:

Arguments in support of the statement:

- NATO's purpose is to protect the freedom and security of its members through collective defence and the promotion of democratic values
- NATO aims to help resolve disputes peacefully but if diplomatic efforts fail, it can use military power to try to bring stability to a region

Arguments in favour of the statement:

- From June 1999 NATO has led a peacekeeping operation in Kosovo known as the Kosovo Force or KFOR
- KFOR's original objectives were to ensure public safety and order, demilitarise the Kosovo Liberation Army and support the international humanitarian effort. This included helping refugees to return safely to Kosovo
- Today, KFOR continues to help maintain a safe and secure environment and freedom of movement for all people and communities in Kosovo. It has been able to gradually transfer power and responsibility to the Kosovo Police and other authorities

Arguments against the statement:

- NATO troops were involved with supporting the Afghan Army to stabilise Afghanistan following the war
- NATO intervention has failed to prevent the deaths of over 31 000 civilians
- The Taliban took back control of Afghanistan in 2021 despite years of NATO intervention and many of NATO's reforms were reversed
- NATO failed to get directly involved in the Russia/Ukraine war in 2022 – the decision was heavily criticised by Ukrainian President Zelensky

Candidates may consider examples of NATO actions in countries other than those provided in this mark scheme.

Any other valid point.

[16]

16

**Section C**

**26**

**Total**

**75**

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MARKS**