

New  
Specification



General Certificate of Secondary Education  
2018

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# Government and Politics

Unit 1  
Democracy in Action

[GGP11]

TUESDAY 29 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

		AVAILABLE MARKS
1	State <b>one</b> type of electoral system.  First Past the Post, Simple Majority, Proportional, Alternative Vote, AV, List, Mixed system, PR, STV. [1]	1
2	What is the term for a new law before it becomes an Act of Parliament?  A Bill, White paper, Green Paper. [1]	1
3	What is the name for the unelected part of the UK Parliament?  The House of Lords, the Monarch. [1]	1
4	Name <b>one</b> area that local councils are responsible for.  Answers may include: waste collection and recycling; planning; cemeteries; sport and recreation; estate management.  Any other valid point. [1]	1
5	What is a petition?  A request for a change in a law or policy or for a law or policy to be introduced which has been signed by many people to show support for the idea.  Any other valid definition. [1]	1
6	Name <b>one</b> unionist party in Northern Ireland.  Answers can be from the following list: Democratic Unionist Party (DUP); Ulster Unionist Party (UUP); Traditional Unionist Voice (TUV); Progressive Unionist Party (PUP). [1]	1
7	Name <b>one</b> nationalist party in Northern Ireland.  Answers can be from the following list: Sinn Féin (SF); Social Democratic and Labour Party (SDLP), Irish Republican Socialist Party (IRSP), Worker's Party. [1]	1
8	Name <b>one</b> type of pressure group.  Answers may include: insider group; cause group; sectional group, outsider group.  Any other valid point. [1]	1

		AVAILABLE MARKS
9	What does MEP stand for?  Member of the European Parliament. [1]	1
10	What is meant by the term “legislature”?  The part of the political system which makes law, scrutinises government or represents the people. Where MPs carry out their work. Partial marks for simply saying ‘parliament’. [2]	2
11	What happens at Question Time?  The Leader of the Opposition and backbench MPs have a chance to question Ministers on policies and issues. There are often planted questions. MPs yell at each other and show their party loyalties. [2]	2
12	Give <b>one</b> reason for lowering the voting age to 16.  Answers may include: increasing participation among the young; increasing fairness in the system; if you are allowed to join the army you should be allowed to vote; increasing democracy; increasing participation.  Any other valid point. [2]	2
13	Read the features below. Tick (✓) the correct box to show if the features are those of a <b>democracy</b> or of a <b>dictatorship</b> .  Free and fair elections – Democracy Separation of powers – Democracy Rule by one party or person – Dictatorship Absence of civil rights – Dictatorship [4]	4
14	One mark for each correct identification.  <b>Constituency</b> – The geographical area an MP represents. <b>Policy</b> – The views of a political party on an issue. <b>Prime Minister</b> – The person in charge of the government. <b>Candidate</b> – Someone standing for election. <b>Voter turnout</b> – The percentage of the population who vote in an election. [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 the reasons why freedom of the press is important in a democracy.

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 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 ([2]–[3])**

A satisfactory answer which attempts to describe the reasons why freedom of the press is important in a democracy. 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 why freedom of the press is important in a democracy.

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:

- Politicians can be caught out if they are breaking the law.
- The press can provide an extra check on where and how public money is spent.
- Serious and important investigations can increase public trust in the media.

From own knowledge:

- It is important for politicians and the government to be subjected to public scrutiny to maintain high standards in public life.
- The media could highlight an issue the public needs to know about.
- It shows the government cannot just tell the media what to say.
- If the government had total control of the media no-one would ever really know what was happening politically.
- If the government has nothing to hide then it should not be afraid of a free press.
- Complete control of the media is a key feature of a dictatorship as it prevents criticism and discussion of government activity.

Any other valid point.

[5]

5

**16** Explain how the media can influence public opinion.

AVAILABLE  
MARKS

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

**Level 1 ([1]–[2])**

A basic response with limited knowledge and understanding of how the media can influence public opinion. 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 the media can influence public opinion. 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 of rules of grammar with some accuracy.

**Level 3 ([5]–[6])**

A very good explanation of how the media can influence public opinion. Relevant support is provided in the form of examples. To achieve Level 3 an answer must include at least one relevant 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:

- People believe what they read so if the media portrays groups, people or parties negatively this can affect what the public think.
- Big newspapers will often pick a leader to support and this can influence their readers to support that leader or party.
- The media play a role in influencing what are seen as the most important issues by re-running stories or by putting a particular slant on stories.
- The media played a significant role in the Brexit debate and has been accused of influencing the outcome by constantly portraying the EU in a negative light. Likewise some elections have seen considerable media influence, such as, the support for the Conservatives in 1992 and later for Tony Blair both of which saw claims that it “Was the Sun Wat Won it”.

Any other valid point.

[6]

6



- 17** Using **Source B** and your own knowledge, explain how individual MPs can influence legislation.

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 MPs 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 ([3]–[4])**

A more developed answer that explains the material in the source and begins to consider ways in which MPs can influence legislation.

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

**Level 3 ([5]–[6])**

A very good explanation of how MPs can influence legislation, using both the source and your 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 the source:

- Can introduce a Private Members Bill.
- Can ‘talk out’ a Private Members Bill.

From own knowledge:

- Propose amendments.
- Debate content of Bills.
- Vote on Bills.
- Backbench rebellions.
- Participate in Public Bill Committees.
- Make public comments.

Any other valid point.

[6]

6

- 18 Using **Source C** and your own knowledge, explain the ways MLAs can represent their constituents.

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 the ways MLAs represent their constituents.

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 ways MLAs represent their constituents.

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

**Level 3 ([7]–[8])**

A very good explanation of the ways MLAs represent their constituents, 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:

- Giving advice in their constituency offices.
- Holding surgeries or clinics which give their constituents an opportunity to bring any problems for consideration.

From own knowledge:

- Helping constituents fill in forms especially those which are for government bodies.
- Writing letters, emails and making phone calls on behalf of constituents to try to help them with problems.
- Helping constituents when dealing with housing, education, health, immigration and other problems.
- Asking direct questions in the Assembly from the relevant Minister or from the First or deputy First Minister about a matter important to a constituent.

Any other valid point.

[8]

8

**Section B**

**25**

**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** “Proportional electoral systems are always the best.” 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 proportional electoral systems are nearly always the best. 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 proportional electoral systems are nearly always the best 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.

An answer that fails to refer to one or more examples can be awarded a maximum of Level 2.

**Level 3 ([8]–[10])**

A very good response which makes use of developed examples to provide a well formed and sustained argument in support of the view that proportional electoral systems are nearly always the best.

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 wishes of the electorate are accurately reflected – fewer votes are wasted.
- Smaller parties are represented and have a greater say.
- They are useful for divided societies as they ensure a plurality of views.
- They offer more choice for voters.
- Tends to lead to coalition governments which have benefits themselves such as consensus in decision making.
- The seats gained are more closely based on the percentage of votes gained – it is a fairer system.

Any other valid point.

[10]

10

- 20** Evaluate the following statement: “Pressure groups are 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.

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

**Level 1 ([1]–[4])**

A limited attempt to evaluate the view that pressure groups are the best way citizens can take action in a democracy. 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 pressure groups are the best way citizens can take action in a democracy. 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 pressure groups are 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.

An answer that is totally unbalanced can be awarded a maximum of Level 3.

**Level 4 ([13]–[16])**

An excellent response which provides a clear and coherent evaluation of the viewpoint that pressure groups are 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.

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]

AVAILABLE  
MARKS

16

**Section C**

**26**

**Total**

**75**