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General Certifi cate of Secondary Education  
2018  
Government and Politics  
Unit 1  
Democracy in Action  
[GGP11]  
TUESDAY 29 MAY, AFTERNOON  
MARK  
SCHEME  
11631.01 F

## Page 2

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 refl ecting  
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.  
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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 fi t’ 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 used 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 satisfi es 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.  
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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.  
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## Page 5

Section A  
AAVVAAIILLAABBLLEE  
MMAARRKKSS  
1 State one 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 one 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 defi nition. [1] 1  
6 Name one 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 one 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 one type of pressure group.  
Answers may include: insider group; cause group; sectional group, outsider  
group.  
Any other valid point. [1] 1  
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9 What does MEP stand for?  
AAVVAAIILLAABBLLEE  
MMAARRKKSS  
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 one 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 democracy or of a dictatorship.  
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 identifi cation.  
Constituency – The geographical area an MP represents.  
Policy – The views of a political party on an issue.  
Prime Minister – The person in charge of the government.  
Candidate – Someone standing for election.  
Voter turnout – The percentage of the population who vote in an election. [5] 5  
Section A 24  
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Section B  
AAVVAAIILLAABBLLEE  
MMAARRKKSS  
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  
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16 Explain how the media can infl uence 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 infl uence 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 infl uence  
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 infl uence 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 infl uence  
their readers to support that leader or party.  
• The media play a role in infl uencing what are seen as the most important  
issues by re-running stories or by putting a particular slant on stories.  
• The media played a signifi cant role in the Brexit debate and has been  
accused of infl uencing the outcome by constantly portraying the EU in a  
negative light. Likewise some elections have seen considerable media  
infl uence, 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  
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## Page 9

17 Using Source B and your own knowledge, explain how individual MPs can  
AVAILABLE  
infl uence legislation. 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 infl uence 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 infl uence 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 infl uence 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  
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18 Using Source C and your own knowledge, explain the ways MLAs can represent  
AVAILABLE  
their constituents. MARKS  
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 offi ces.  
• Holding surgeries or clinics which give their constituents an opportunity to  
bring any problems for consideration.  
From own knowledge:  
• Helping constituents fi ll 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  
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Section C  
AVAILABLE  
MARKS  
Target AO3: Analyse and evaluate a range of evidence relating to political issues,  
debates and actions including differing viewpoints to construct reasoned arguments  
and make substantiated judgements.  
19 “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 refl ected – 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 benefi ts 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  
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20 Evaluate the following statement: “Pressure groups are the best way citizens can  
AVAILABLE  
take action in a democracy.” MARKS  
In your answer you should include:  
– Arguments in support of the statement; and  
– Arguments against the statement.  
Award [0] for an answer not worthy of credit.  
Level 1 ([1]–[4])  
A limited attempt to evaluate the view that pressure groups are the best way  
citizens can take action in a democracy. Points made lack the support of  
appropriate evidence. There are signifi cant 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.  
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## Page 13

• Some pressure groups have insider status meaning that governments will  
AVAILABLE  
often turn to them for expert opinion and are more likely to consider their MARKS  
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 profi le 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 fi nd 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 infl uence 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  
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