

# GCSE



Summer Series 2018

## GOVERNMENT AND POLITICS

### Chief Examiner's Report





## Foreword

This booklet outlines the performance of candidates in all aspects of CCEA's General Certificate of Secondary Education (GCSE) in Government & Politics (Revised) for this series.

CCEA hopes that the Chief Examiner's and/or Principal Moderator's report(s) will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This booklet forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at [www.ccea.org.uk](http://www.ccea.org.uk).



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# GCSE GOVERNMENT & POLITICS (REVISED)

## Chief Examiner's Report

### Assessment Unit 1: Democracy in Action

#### Section A

Overall, candidates performed well in this section with no evidence of difficulty in interpreting questions or in judging the correct amount of depth to give in responses. It was the view of the examining team that this section was accessible to all candidates. The majority of candidates scored 18 or more out of the available 24 marks. However, a number of questions proved to be more challenging and they have been highlighted below.

- Q3** This question asked candidates to identify the unelected part of Parliament which some candidates struggled to answer. Inappropriate responses such as 'The Official Opposition' were given, while other candidates simply left the response blank. Others were imaginative and gained full marks by identifying appropriate responses such as the Monarchy or the House of Lords.
- Q8** This question required candidates to name a type of pressure group and some candidates made the mistake of naming an actual pressure group rather than a type. If they went on to state that the pressure group they named was a cause, sectional or promotional group they were awarded full marks.
- Q10** This question asked candidates to explain what is meant by the term legislature and some candidates gave an explanation for the term legislation thereby failing to gain the marks available.

The other questions in this section were well answered and the two grid style questions were particularly well completed reinforcing the view of the examining team that the structure of the paper allows for full accessibility across a range of ability levels.

#### Section B

There were some issues in this section with a number of candidates failing to give evidence to support their points or in some cases failing to give a wide enough range of points. However, responses remained of a good standard with evidence of some very well-prepared candidates.

- Q15** This question required candidates to make reference to the source provided in order to put forward reasons why freedom of the press is important in a democracy. A failure to refer to the source or to utilise the information provided in it resulted in some candidate's responses being capped at a Level 2 (3 marks). If only one reason was provided the marks were capped at Level 2 as the question gave clear instructions that more than one reason needed to be provided. There was no need for additional evidence in this response and therefore marks were not deducted for failing to provide additional evidence.
- Q16** This question required candidates to explain how the media can influence public opinion. Marks were awarded for a wide range of types of media including social media and most candidates made reference to a good range. The top marks went to those who were able to give more than one explanation with relevant supporting examples. There is no need for more than one example for each point being made, however, answers which made no reference to any evidence at all were capped at top Level 2 (4 marks). Those who only provided one explanation or one way the media can influence public opinion were also capped at the top of Level 2 (4 marks).

- Q17** This question required candidates to explain how MPs can influence legislation with reference to the source provided. The source gave two potential methods; introducing Private Members Bills and filibustering. Those who either failed to refer to the source or who only provided one way that MPs can influence legislation were capped at Level 2 (4 marks). The majority of candidates coped well with this question and provided solid responses.
- Q18** This question required candidates to utilise the source provided in order to explain the ways MLAs can represent their constituents. The source identified one way by referring to the use of a constituency office which allows constituents to go and seek advice and support from their MLA. Those who failed to identify another way, failed to refer to the source or did not provide examples were capped at the top of Level 2 (6 marks).
- Q19** This question required candidates to make a case in support of proportional electoral systems. Some candidates found this challenging with a minority confusing Proportional and First Past the Post systems or referenda. Those who failed to give any supporting evidence or who failed to give more than one supporting argument were capped at the top of Level 2. The best answers were able to clearly identify and explain the case in favour of proportional systems, referring to a range of supporting arguments with evidence drawn from Northern Ireland, the Republic of Ireland and in order to illustrate a point the United Kingdom.
- Q20** This was the most challenging question on the paper as it required a balanced response with a range of points on both sides of the argument and supporting evidence. It was very pleasing to note that the majority of candidates coped well with this question with some outstanding responses which provided detailed and well-structured arguments. Those who provided a one-sided response or a response devoid of examples attained a maximum Level 3.

## Contact details

The following information provides contact details for key staff members:

- **Specification Support Officer: Arlene Ashfield**  
(telephone: (028) 9026 1200, extension: 2291, email: aashfield@ccea.org.uk)
- **Officer with Subject Responsibility: Helen Parks**  
(telephone: (028) 9026 1200, extension: 2906, email: hparks@ccea.org.uk)