



Rewarding Learning

General Certificate of Secondary Education

Government and Politics

Unit 1

Democracy in Action

[GGP11]

Assessment

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark Schemes are intended to ensure that the GCSE papers are marked consistently and fairly. The mark schemes provide teachers with an indication of the nature and range of students' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to students' 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.

Not all AOs are assessed in every question. For guidance Section A targets AO1, Section B targets AO2 and Section 3 targets AO3.

Quality of student's responses

In marking the examination papers, teachers 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 students 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 students may produce. In the event of unanticipated answers, teachers are expected to use their professional judgement to assess the validity of answers.

Positive marking

Teachers are encouraged to be positive in their marking, giving appropriate credit for what students know, understand and can do rather than penalising students for errors or omissions. Teachers 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 student. Focus should be put on the positive aspects of a response.

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 students 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.

Examples and evidence

The use of relevant examples and evidence is required in Sections B and C. Examples should relate directly to the point being made. There is no required number of examples, however, it is expected that evaluative responses should have more than one example and better responses may have more or may explain the link between the examples given and the points made more thoroughly.

Levels of response

Questions requiring students to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, teachers 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, teachers are expected to use their professional judgement. The following guidance is provided to assist teachers:

- **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.

It is helpful when selecting which level to award a response that you consider the skills being demonstrated and use level descriptors to find the 'best fit'.

Quality of written communication

Quality of written communication is taken into account in assessing students' 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 teachers:

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. Students 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. Students 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. Students spell, punctuate and use the rules of grammar with consistent accuracy.

A response that contains relevant knowledge and understanding should not be penalised for having a poor writing style. Likewise, a response which is very well-written but has little relevant information should not be over-awarded.

Some failings in spelling, punctuation and grammar should not prevent a response that contains relevant material from being appropriately rewarded.

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. Students 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. Students 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. Students 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. Students 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.

		AVAILABLE MARKS
1	<p>What is the term for Northern Ireland political parties who want to stay part of the United Kingdom?</p> <p>Unionist</p>	1
2	<p>Name one issue on which a referendum has been held.</p> <p>Students do not have to refer to a UK example but to any referendum.</p>	1
3	<p>What is the name for a political party's views on issues such as education and the environment?</p> <p>Policy</p>	1
4	<p>Give one example of a country which is a dictatorship.</p> <p>Examples can be current dictatorships (North Korea) or historical (Stalinist Russia).</p>	1
5	<p>Name one opposition party in the UK Parliament.</p> <p>As of 2018: Labour; Liberal Democrats; SNP; Plaid Cymru. Any other valid example.</p>	1
6	<p>What is meant by the term legislation?</p> <p>Student may refer to a Bill, an Act, a Law or an attempt to change the law. Reference to the legislature is not a valid response. Any other valid point.</p>	1
7	<p>What is the name given for a pressure group that does not have close links to the government?</p> <p>Outsider</p>	1
8	<p>Name one type of committee in the UK Parliament.</p> <p>Students may refer to Select, Public Bill, Liaison, House of Lords Committees or any other valid type.</p>	1

		AVAILABLE MARKS
<p>9 Give one way a person can participate in a democracy.</p> <ul style="list-style-type: none"> • Sign a petition • Take part in a demonstration • Join a political party • Join a pressure group • Write to a politician • Vote <p>Any other valid way.</p>	[1]	1
<p>10 From the following list, choose one position which is not elected.</p> <p>Monarch.</p>	[2]	2
<p>11 Give one responsibility of the media in a democracy.</p> <ul style="list-style-type: none"> • Scrutiny of government actions and spending • Investigation of the effects of policies • Exposing corruption • Advancing different points of view • Reporting on events 	[2]	2
<p>12 Give one advantage of compulsory voting.</p> <ul style="list-style-type: none"> • Increased turnout • Stronger mandate for those elected • Greater knowledge of political issues. <p>Any other valid advantage.</p>	[2]	2
<p>13 Read the following statements. Tick [] the correct box to show if the statements are features of the First Past the Post (FPTP) electoral system or Proportional Representation (PR) electoral system.</p> <p>Frequently leads to coalition government – PR</p> <p>Voters can only choose one candidate – FPTP</p> <p>Candidates from smaller parties are more likely to get elected – PR</p> <p>The system is simpler and quicker – FPTP</p>	[4]	4
<p>14 In the grid below match the correct term to the description provided.</p> <p>Politicians using social media to express their views – Twitter feed</p> <p>A published statement of party aims – Manifesto</p> <p>When a politician answers questions from journalists – Press conference</p> <p>Online attempt by the public to change government policy – E-petition</p> <p>When a politician responds directly to questions from members of the public – Radio phone-in.</p>	[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 features of a free and fair election.

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 the features of a free and fair election.

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. Students spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([2]–[3])

A satisfactory answer which attempts to describe the features of a free and fair election. 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. Students 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 the features of a free and fair election.

Writing communicates ideas effectively, using a range of precisely selected political terms and organises information clearly and coherently. Students 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:

People are free to stand for election

Voters are free to vote for whoever they choose

Free press

From own knowledge:

No 'rigging' of the result

A defeated government resigns

A range of parties can contest the election

- To access full marks for this question, students must refer to at least one point from the source and one from their own knowledge.
- A student who fails to make any reference to the source or use the source in any way in their response, can be awarded a maximum of Level 2.

Any other valid point.

[5]

**AVAILABLE
MARKS**

5

16 Explain why free and fair elections are 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 free and fair elections are important in a democratic society. Answers 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. Students spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

A more developed answer with some explanation of why free and fair elections are 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. Students spell, punctuate and use rules of grammar with some accuracy.

Level 3 ([5]–[6])

A very good explanation of why free and fair elections are 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. Students spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:

- If an election is not held in a free and fair manner, the resulting government lacks legitimacy.
- To allow the views and choices of electors to be properly expressed.
- If voters believe that elections are not held in a fair and free manner, they will lose faith in the process and in democracy itself.
- Elections need to be fair and to take place on a level playing field, with no one party or person being able to buy or bully their way into power.
- One reason, very well explained, can access a Level 2.
- A Level 3 response will have two or more reasons, with explanation.
- A response that has no examples or evidence can achieve a maximum of Level 2.

Any other valid point.

[6]

6

- 17 Using **Source B** and your own knowledge, explain some of the differences between UK political parties on key issues.

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 individual parties' views on issues.

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. Students 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 individual parties' views on issues.

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

Level 3 ([5]–[6])

A very good explanation of individual parties' views on issues, 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. Students 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:

- Right wing and left wing
- Economy
- Education
- Taxation
- Government spending

From own knowledge:

- Students should seek to demonstrate the differences between the major parties on some of the areas identified in the Source.
- A response that makes no reference to the Source can achieve a maximum of Level 2.
- A response that has no examples or evidence can achieve a maximum of Level 2.

Any other valid point.

[6]

6

18 Using **Source C** and your own knowledge, explain the roles of political parties in a democracy.

AVAILABLE
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 roles of political parties.

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. Students 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 the roles of political parties.

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

Level 3 ([7]–[8])

A very good explanation of the roles of political parties, 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. Students spell, punctuate and use the rules of grammar with consistent accuracy.

An answer that fails to refer to the Source can be awarded maximum of Level 2.

Answers may include some of the following:

From source:

- Parties represent different views.
- Parties can form and pass laws according to their goals or policies.
- Opposition parties can hold the government accountable.
- Anyone can join a political party.

From own knowledge:

- Political parties bring like-minded people together to formulate policies based on public interest.
 - Political parties offer voters a choice of policies.
 - Parties can form a government to effectively govern the country.
 - Parties inform voters of the issues.
-
- A response that contains no examples or evidence can achieve a maximum of Level 2.
 - To access Level 3, a response should contain reference to two or more roles.

Any other valid point.

[8]

8

Section B

25

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 “Referenda are a bad way to make major decisions.” 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 referenda are a bad way to make major decisions. 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. Students 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 referenda are a bad way to make major decisions is more sustained.

Writing communicates ideas using political terms accurately and demonstrates some skills of selection and organisation of material. Students 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 referenda are a bad way to make major decisions.

Writing communicates ideas effectively, using a range of precisely selected political terms and organises information clearly and coherently. Students spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include:

- Referenda often have a low turnout.
- Only those with strong views are likely to vote.
- Most people do not have the knowledge to make informed decisions.
- Complicated issues cannot be reduced to a simple yes or no.
- Voters may be misled by campaigns.

- There is no need for balance in responses to this question.
- A response that has no evidence or examples can achieve a maximum of Level 2.

Any other valid point.

[10]

10

- 20 Evaluate the following statement: “Lowering the voting age is the best way to increase voter participation.”

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 lowering the voting age is the best way to increase participation. 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. Students 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 lowering the voting age is the best way to increase participation. 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. Students 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 lowering the voting age is the best way to increase participation. 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. Students 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 lowering the voting age is the best way to increase participation. 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. Students spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:

Arguments in support of the statement:

- Young people are often very politically aware.
- Political issues have major consequences for young people.
- Younger voters will elect younger politicians leading to more participation.
- Other ways of increasing participation are of limited effect.

Any other valid point.

Arguments against the statement:

- Compulsory voting would be a better way.
 - Changing the voting system would be better.
 - Young people are not mature enough to participate effectively.
 - Young people are politically apathetic.
-
- This is an evaluative question and students are expected to produce a balanced response. This does **not** have to be completely even in length or in number of points made in order to meet the criteria for balance.
 - A response that is totally unbalanced can achieve a maximum of Level 3.
 - A response that contains no evidence or examples can achieve a maximum of Level 3.
 - To access Level 4 students are expected to cover at least **three** relevant areas and to explain these fully.

Any other valid point.

[16]

16

Section C

26

Total

75

AVAILABLE MARKS
16
26
75