



*Rewarding Learning*

**General Certificate of Secondary Education**

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# **Government and Politics**

Unit 2

International Politics in Action

**[GGP21]**

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## **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 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.

### ***Evidence and examples: Sections B and C***

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 to 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.

**1** Name **one** country in the European Union.

Answers may be any of the current members of the European Union.

[1]

1

**2** Name **one** way the UN Security Council attempts to maintain peace.

- Mediation
- Economic sanctions
- Special political missions
- Monitoring elections
- Monitoring human rights
- Military actions

Any other valid point.

[1]

1

**3** State **one** issue which could cause conflict within a country.

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

- Cultural differences
- Religious differences
- Issues of identity
- Nationalism
- Poverty

Any other valid point.

[1]

1

**4** Name **one** country where NATO has been involved.

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

- Bosnia
- Serbia and Kosovo
- Afghanistan
- Libya
- Iraq
- Sudan

Any other valid example.

[1]

1

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MARKS

5 Name **one** of the institutions created by the Good Friday Agreement.

Answers may be taken from the following list:

- The Equality Commission
- The Power Sharing Executive
- The NI Assembly
- North-South Ministerial Council
- British – Irish Council

Any other valid point. [1]

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1

6 What is the term used for putting economic restrictions on another country?

Economic sanctions or sanctions. [1]

1

7 Name the body which is designed to protect human rights in Northern Ireland.

The Northern Ireland Human Rights Commission [1]

1

8 What is meant by the term 'refugee'?

A person who has been forced to leave their country of birth as a result of war, persecution or natural disaster. [2]

2

9 What does the term 'NGO' stand for? Give **one** example.

A non-governmental organisation designed to address a social or political issue. Examples could be drawn from the following:

- Prison Reform Trust
- General Dental Council
- International Bar Association
- Electoral Reform Society
- UK Aid Direct
- Girls' Education Challenge

Any other valid example. [2]

2

10 Explain **one** reason for the creation of the United Nations.

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

- To prevent future war
- To replace the League of Nations
- To promote peace and collective security
- To encourage cooperation between nations to solve economic, cultural and humanitarian problems
- To develop better relations between nations

Any other valid point. [2]

11 What is meant by the term ‘the right to veto’?

The right to veto refers to the ability of key members in an organisation to block the adoption of rules they do not agree with. In the United Nations this power is given to the five permanent member states; USA, Russia, UK, China and France. The origin of the word is from the Latin, I deny.

Any other valid explanation. [2]

12 What is meant by the term ‘economic migrant’?

An economic migrant is someone who moves from one country or region to another in order to find work or better economic conditions. [2]

13 Which **two** of the following statements about NATO are true?

NATO was set up after WWII  
Article 5 is a key feature of NATO [2]

14 In the grid below match the correct term to its definition.

A type of democracy designed for divided societies. **Consociationalism**  
Paramilitaries agreed to give up their weapons. **Decommissioning**  
The form of government for Northern Ireland set up by the Good Friday Agreement. **Power sharing**  
An institution which encourages cross border cooperation. **North-South Ministerial Council**  
A new law enforcement service was set up. **Police reform**

- Responses to those questions which require an explanation or definition should be judged on their own merit. The examples provided in the Mark Scheme are for guidance purposes only and students do not need to produce that exact form of words. A variety of correct responses are to be expected. [5]

Section A

AVAILABLE MARKS

2

2

2

2

5

24

**Section B**

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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 reasons why people migrate to another country.

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 why people migrate to another country.

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 a more developed description of why people migrate to another country. 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 why people migrate to another country.

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:

From source:

- To escape poverty.
- To escape war.

From own knowledge:

- To escape persecution or human rights abuses.
- To have a better life.
- To get access to better services such as medical care or education.
  
- To access full marks for this response, students must refer to at least one point from the Source provided and one point 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 will be able to achieve a maximum of Level 2.

Any other valid point.

**[5]**

**5**

- 16** Explain some of the ways the UK government has responded to increased migration.

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 the UK government has responded to increased migration. 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. Students 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 the UK government has responded to increased migration.

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 ([5]–[6])**

A very good explanation of some of the ways the UK government has responded to increased migration.

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:

- UK refused to participate in a European solution to the recent refugee crisis.
- UK attempted to have the legal definition of asylum seeker and refugee status reformed at the UN.
- UK was opposed to the use of search and rescue ships in the Mediterranean and described these as a potential ‘pull factor’.
- Blair’s 1997 Amsterdam Treaty ‘opt-out’ clause allowed the UK to largely ignore the refugee crisis.
- UK insist refugees claim asylum in the first safe country they come to and have sent support staff from the UK to help with this.
- UK resisted taking refugees from the Calais camp, agreeing to take 750 lone children after a public outcry.
- UK refused to take part in the common immigration and asylum policy.
- David Cameron made provision for the resettlement of 20 000 of the most vulnerable Syrian refugees by 2020.
- An additional 3000 lone children were to be allowed refugee status, the government tried to reduce this to 350 but put it back up following criticism from the House of Lords and from the public.
- One ‘way’ very well explained can access Level 2.
- A Level 3 response will have two or more ‘ways’ with explanation.
- A response which has no examples or evidence can achieve a maximum Level 2.

Any other valid point.

[6]

6

17 Using **Source B** and your own knowledge, describe the aims of NATO.

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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 aims of NATO.

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])**

An answer which develops the material provided in the source and begins to consider a wider range of NATO aims.

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

**Level 3 ([5]–[6])**

A very good description of a range of NATO aims.

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:

From the Source:

- To provide collective security for all members.
- To promote peace and tackle terrorism.

From own knowledge:

- Primary role was to protect western Europe from invasion from the Soviet Union when it was set up.
- To protect freedom and security of members by both military and political means.
- To promote political cooperation between member states.
- A response which makes no reference to the Source can achieve a maximum of Level 2.
- A response which has no examples or evidence can achieve a maximum of Level 2.

Any other valid point.

[6]

6

18 Explain some of the ways the UK contributes to NATO.

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 the UK contributes to NATO. 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. Students 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 the UK contributes to NATO.

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

**Level 3 ([7]–[8])**

A very good explanation of some of the ways the UK contributes to NATO. 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.

Answers may include some of the following:

- By promoting British interests at NATO.
  - To send a UK Joint Delegation to NATO to keep NATO informed of UK interests and to keep government ministers informed on NATO business.
  - UK was a founding member and is still considered a core member.
  - UK pays 2.1% of British GDP into NATO.
  - Represent UK at North Atlantic Council.
  - Take key positions in the operation of NATO, e.g. Chair of the NATO Military Committee.
- 
- A response which has no examples or evidence can achieve a maximum of Level 2.
  - A Level 3 response is expected to have a good explanation of **two** or **three** ways/roles.

Any other valid point.

[8]

**Section B**

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MARKS

8

**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 “The Good Friday Agreement secured 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 The Good Friday Agreement secured peace in Northern Ireland. 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 describes the degree to which the Good Friday Agreement secured peace for Northern Ireland in more detail. Answers at this level will discuss more than one way in which the Good Friday Agreement secured peace.

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 the Good Friday Agreement secured peace in Northern Ireland. A range of points are described.

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:

- The Good Friday Agreement established a nationalist and unionist power-sharing government.
- The Good Friday Agreement agreed to powers being devolved from Westminster to Northern Ireland.
- The Good Friday Agreement set up a process which led to the decommissioning of paramilitary weapons.
- The Good Friday Agreement agreed to policing reform in Northern Ireland, eventually leading to the formation of the PSNI.
- The Good Friday Agreement helped establish cultural equality for the two main traditions, for example, the development of the Irish language and Ulster Scots.
- The Good Friday Agreement saw an end to violence and high levels of paramilitary activity.

- This is a one-sided argument, there is no need for balance in this response.
- A response which has no examples or evidence can achieve a maximum of Level 2.

Any other valid point.

[10]

**AVAILABLE  
MARKS**

10

- 20 Evaluate the following statement. “The United Nations has been successful in achieving its aims.”

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 3.

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

#### **Level 1 ([1]–[4])**

A limited attempt to evaluate the view that the United Nations has been successful in achieving its aims. 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 the United Nations has been successful in achieving its aims. The answer, which may be one-sided or imbalanced, makes use of some evidence and examples 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 the United Nations has been successful in achieving its aims. 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. 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 the United Nations has been successful in achieving its aims. 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:

- The United Nations has successfully maintained peace and security in a number of countries by sending special envoys, imposing sanctions, help set up negotiations and recommend settlements. Sierra Leone may be used as an example to support this point.
- The United Nations has promoted human rights through many of its social organisations such as the UNHCR and the Commission on the Status of Women.
- The United Nations has successfully encouraged social and economic development around the globe through ECOSOC.
- The United Nations has helped to protect the environment by holding climate conferences and highlighting the need for dedicated policies to tackle climate change.

Arguments against the statement:

- There are also examples of places in which United Nations intervention has failed to secure peace, for example in Rwanda.
- The human rights supported by the United Nations are patchily applied, for example there continue to be high levels of abuses of women and children in many countries.
- Although the Economic and Social Council is seen as one of the most successful parts of the United Nations, it is overshadowed globally by the power of the WTO and other big economic bodies, such as the IMF. It has struggled to eradicate sweatshops in the developing world.
- The United Nations has been unable to gain full support for global action on climate change.
- This is an evaluative question and therefore students are expected to produce a balanced response. This **does not** have to be completely even in length or points made in order to meet the criteria for balance.
- A response which makes no attempt to provide balance and presents an **entirely** one-sided argument can achieve a maximum of Level 3.
- A response which has no examples or evidence can achieve a maximum of Level 3.
- To achieve Level 4 students are expected to cover at least **three** relevant areas with solid explanation of how these relate to the question.

Any other valid point.

[16]

16

**Section C**

**26**

**Total**

**75**

**AVAILABLE  
MARKS**