



Rewarding Learning

General Certificate of Secondary Education

Government and Politics

Unit 3

Controlled Assessment Task

[GGP31]

Assessment

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark Schemes are intended to ensure that the GCSE Controlled Assessment Tasks are marked consistently and fairly. The mark schemes provide teachers 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, 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 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, teachers are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then teachers should seek the guidance of CCEA.

Positive marking

Teachers 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. 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 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, 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.

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.

(a) In the grid below match the correct term to its definition.

Coercion	Civil Liberties	Dictatorship	Censorship	Free Speech	Rule of Law	Independent Judiciary
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An example has been done for you in the table below.

Definition	Term
The idea that everyone is legally equal.	Rule of Law
When courts are free from government interference.	Independent Judiciary
Freedoms that are protected by the law.	Civil Liberties
Rule by one person or party.	Dictatorship
The use of force to make people do something against their will.	Coercion
When members of society are able to express their opinions openly.	Free Speech
When media freedom is restricted in favour of the ruling party or group.	Censorship

[6]

(b) Using **Source A** and your own knowledge, explain what backbench MPs can do to influence legislation. [6]

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 what backbench MPs can do to 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])

An answer which develops the material provided in the source and begins to consider other ways backbench 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 backbench MPs can influence legislation. 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.

Answers may include some of the following:

From the source:

- They can vote against the Government
- They can take part in debates

From own knowledge:

- They can add amendments to bills going through Parliament
- They can introduce their own bills using mechanisms for Private Members Bills
- If they sit on the relevant committee, they can take part in the scrutiny of the bill in the Committee Stage
- They make their views known to the government through party Whips

Any other valid point

[6]

- (c) “The only thing needed for a free and fair election is that everyone has the right to vote”.
Make a case **against** this statement.

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

Level 1 ([1]–[2])

A basic response with limited development of the factors involved in free and fair elections. Examples, if present, 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 ([3]–[5])

A more developed response which attempts to explain the factors involved in free and fair elections and which supports the points made with valid examples.

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.

Level 3 ([6]–[8])

A very good response which explains the factors involved in free and fair elections and which uses developed examples to provide a well-formed and sustained argument.

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:

- Many dictatorships and authoritarian systems allow all adult citizens to vote
- A real choice of political parties is needed for a free election
- Voters should have a real choice of candidates
- There should be no vote rigging or other corrupt practices
- The media should be impartial in its coverage of parties
- If defeated a government or leader should resign

Any other valid point

[8]

