

GCSE



CCEA GCSE Exemplifying Examination Performance

Government and Politics

This is an exemplification of candidates' performance in GCSE examinations (Summer 2019) to support the teaching and learning of the Government and Politics specification.



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EXEMPLIFYING EXAMINATION PERFORMANCE

GCSE Government and Politics

Introduction

These materials illustrate aspects of performance from the 2019 summer GCSE examination series of CCEA's revised GCSE Specification in 2017.

Students' grade A responses are reproduced verbatim and accompanied by commentaries written by senior examiners. The commentaries draw attention to the strengths of the students' responses and indicate, where appropriate, deficiencies and how improvements could be made.

It is intended that the materials should provide a benchmark of candidate performance and help teachers and students to raise standards.

For further details of our support package, please visit our website at www.ccea.org.uk

Best wishes



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GCSE: Government and Politics

Unit 1: Democracy in Action

Grade: A Exemplar

Section A

Answer **all** questions

Q1 Name the elected House of the UK Parliament. [1]

Student's response

House of Commons

Q2 Give **one** form of coercion the state may use to maintain order. [1]

Student's response

Compulsory voting

Q3 In the “separation of powers”, name **one** branch of government that is separated. [1]

Student's response

The executive

Q4 What is the term for the parties that are **not** in government? [1]

Student's response

Opposition

Q5 In elections, what does the term PR stand for? [1]

Student's response

Proportional Representation

Q6 What does the term MLA stand for? [1]

Student's response

Member of the Legislative Assembly

Q7 What name is given to describe the geographical area an MP represents? [1]

Student's response

Constituency

Q8 Give **one** type of action an individual citizen can take to achieve their political aims. [1]

Student's response

Going out and voting

Q9 From the following list, choose **one** area the Northern Ireland Assembly does **not** have responsibility for:

Education, Housing, Health, Foreign Policy. [2]

Student's response

Foreign Policy

Q10 Give **one** argument for holding a referendum. [2]

Student's response

Holding a referendum can be more democratic than just the government deciding what happens as it is up to the majority of the voters of the public.

Q11 Identify **one** role of the media in a democratic society. [2]

Student's response

The media can sometimes play a big role in exposing the wrong doings of politicians, such as the Watergate Scandal from Richard Nixon.

Q12 Identify **one** purpose of Question Time in the UK Parliament. [2]

Student's response

The purpose of Question Time is for MPs to be able to hold the Ministers accountable for their actions.

Q13 In the grid below match the correct term to its definition. [4]

Outsider group	Insider group	Cause group	Sectional group
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Student's response

A group with open membership that promotes or highlights a certain issue or concern.	<i>Cause group</i>
A group that aims to influence the government but has limited access to it.	<i>Outsider group</i>
A group that the government often turns to for advice when making laws.	<i>Insider group</i>
A group that campaigns for the benefit of its own members.	<i>Sectional group</i>

Q14 Read the statements below. Tick [✓] the correct box to show if the statements are **left wing** or **right wing** opinions. [4]

Student's response

	Left wing	Right wing
The wealthy should pay higher taxes so that the welfare system can be maintained.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Immigration should be restricted as it is a drain on society.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Taxes should be kept as low as possible so people can choose how they spend their earnings.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Major industries should be owned by the state.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Examiner's comments

This section of the paper focuses on assessment objective AO1 which examines the ability to demonstrate knowledge and understanding of political concepts, institutions, processes, terms and issues. There are 24 marks available for this section and this candidate attained 24. A score of full marks in this section is highly commendable and reflects a solid revision technique.

Section B

Answer **all** questions

Read Source A and answer the questions that follow.

Source A:

In January 2017 100 000 people took part in the Women's March in London to protest against a planned state visit to the UK by US President Donald Trump. The march was part of a wider international day of protest and was regarded as a great success by the organisers. In October 2017 the UK government announced that although the visit would go ahead it was being downgraded from a full state visit.

Q15 Using **Source A** and your own knowledge, describe the arguments in favour of using demonstrations and protests as a way of achieving political aims. [5]

Student's response

Demonstrations and protests can be a good way to show politicians that you and others are passionate about something and want the government to do something about it. In the case of source A, a large amount of people took part in this protest and got the government to change their decision. Demonstrations and protests are often non-violent, which can encourage the public and even the government to listen to the protesters.

Examiner's comments

This question targets assessment objective AO2, the ability to apply knowledge and understanding of political information to contexts and actions. A source is provided to aid candidates in answering the question which follows. The candidate makes good use of the source and correctly identifies that the source shows that demonstrations and protests can bring about a change in policy. The candidate goes on to provide an example of where this was the case from the source. In addition the candidate gives other possible benefits when they refer to 'Demonstrations and protests can be a good way to show politicians that you and others are passionate about something...' thereby correctly identifying the importance of demonstrations as a form of political communication. This response met all the criteria for a Level 3 response, with a developed description of the source content. Writing communicated ideas effectively with precisely selected political terms. Spelling, punctuation and grammar were all good. The candidate would have benefitted from further explanation of some of the very good points raised in the response and this would have resulted in full marks rather than the attained mark of four.

Q16 Explain why protests and demonstrations are banned in some societies. [6]

Student's response

Protests and demonstrations are banned in some societies which are usually Dictatorships. Dictatorships do not want protests to occur as the leaders want to stay in power and keep the amount of control they have on their country. Protests can encourage people to oppose certain issues and policies the government has, which dictators do not want while they are in charge. Another reason is that protests and demonstrations can sometimes lead to violence, and in order to combat this they are banned in certain societies.

Examiner's comments

This question also targets AO2, however, in this case without reference to a source or any other supporting material. The candidate constructed a clear and well written response which identified two clear valid reasons explaining why some countries ban protests and demonstrations. The reasons given were valid and in line with suggestions made in the mark scheme. A potential third reason was hinted at but not fully developed but some credit was given for this. The answer was direct and focused which were definite strengths, however, the candidate did not give a specific example to illustrate any of the points being made which resulted in this response being capped at 4/6. The addition of an example to develop the point made would have put this candidate into the top mark band. The explanation given merited the top band but the failure to provide even one example restricted this response to the middle band.

Read Source B and answer the question that follows.

Source B:

The best way to increase political participation among the young and the unemployed is to make voting compulsory. It is currently compulsory to vote in a quarter of the world's democracies, including Australia. Failure to vote is often penalised by means of small fines. This may account for why over 90% of the population has turned out to vote in every Australian election since it was introduced.

Q17 Using **Source B** and your own knowledge, explain the arguments in favour of making voting compulsory. [6]

Student's response

Many people are in favour of compulsory voting, and one reason for this as shown in source B is that it increases the voter turnout drastically when compared to countries who do not have it. Another reason is that people who may not have voted because they either didn't understand or were apathetic can be encouraged to learn and start to care about politics through introducing compulsory voting. Finally, compulsory voting can encourage minorities who feel like their voices are not being heard to vote and show politics what or who they want.

Examiner's comments

This question targets AO2 and candidates are required to refer to source material and their own knowledge in their response. The candidate refers to the source, however, fails to identify the point made in the first line, that compulsory voting helps raise voting rates among the young and the unemployed. Three valid arguments are put forward to suggest reasons why a bigger voter turnout is preferable and therefore in support of compulsory voting; voter turnout will increase, voters will be less apathetic, and minorities will be more likely to vote. All three were reasonably well explained but would have been enhanced if the points made were directly related to the question. The response met the criteria for a Level 2 response at the top end of that mark band with a mark of four awarded. The lack of supporting evidence meant that this response could not be placed in the next mark band.

Read Source C and answer the question that follows.

Source C:

If the same parties are always getting elected, this can discourage voting as the electorate feel there is no point as their vote won't count. Some electoral systems are better at encouraging voters to use their vote than others. However, there are many factors that can influence voter turnout.

Q18 Using **Source C** and your own knowledge, explain the factors that may influence voter turnout. [8]

Student's response

Often in certain countries, voter turnout can be very low. Source C gives a good reason for this, as many times elections have low voter turnouts because the electorate feels like their vote does not count in the long run. Another reason is that some of the electorate do not like either option for who or what they are being encouraged to vote for. An example of this would be the 2016 election, where many people didn't like both Hilary Clinton and Donald Trump. The voter turnout for this election was around 50%. Another reason some people argue is that voting at 16 can have a large effect on voter turnout. If younger people are allowed to vote this can encourage them to and in turn increase the voter turnout drastically.

Examiner's comments

This question targets AO2 and candidates are required to use material from the source provided and their own knowledge in order to access the full range of marks available. The candidate makes good use of the source, however, this could be enhanced by using short, direct quotes to refer to the relevant parts of the source used. The key point in the source is explored and the candidate adds two further relevant factors both of which are well explained. The candidate meets the criteria for a Level 3 response as the answer given provides a very good explanation of factors that may influence voter turnout with clear and precise communication of ideas and appropriate political vocabulary. The final mark of seven reflects the overall high standard of this response.

Section C

Answer **all** questions

Q19 “The media has too much influence over the outcomes of elections and referendums.” Make a case **in support** of this statement. [10]

Student’s response

The media can have a very large effect on how the public votes in elections and referendums. This is called the Hyperdermic Needle Theory. In today’s society, many people have some form of social media which can play a large role in influencing voter’s opinions as it is easy to find many different people with different opinions. This form of media is mostly popular with younger people, but other forms of media can play a big role in influencing older generations, such as newspapers, TV and radio. A good example of this influence would be when Tony Blair got elected. The Sun, which is a newspaper that usually encouraged readers to vote Conservative instead encouraged them to vote for the Labour candidate Tony Blair. Sure enough, Blair was elected and became Prime Minister in 1997. This suggests that the media does have a large influence on the public, even possibly too much for it to be healthy.

Examiner’s comments

This question targets AO3, the ability to 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. The question requires a one-sided response only, in this case, in support of the statement. As there are no marks available for balance, candidates are advised to focus on the instructions in the question and this candidate did so throughout the response. The response makes reference to relevant and accurate evidence and shows a good understanding of the view that the media has too much influence over the outcomes of elections. It starts well with reference to the Hypodermic Needle Theory, moving on to consider the growing role of social media in influencing younger voters in particular. The celebrated ‘It’s The Sun wot won it’, example is utilised effectively and used and directly linked to the example of the Blair 1997 result. The response was good and displayed a sound understanding of the ways the media can influence referenda and elections. A wider range of points or more development of the points being made would have enhanced this response further and potentially resulted in a higher mark than the eight marks awarded.

Q20 Evaluate the following statement: “The Conservative Party and Labour Party have very different policies.”

In your answer you should include **both** differences and similarities between the parties.

You may wish to refer to a range of policy areas such as:

- the economy
- education
- immigration. [16]

Student's response

The Conservative Party and Labour Party are on two different sides of the political spectrum, with the conservatives being right wing and labour being left wing. There are quite a few differences in their policies because of this. In the case of the economy, the conservatives believe in keeping taxes low, especially for the rich, as they believe people should be allowed to keep as much of their wealth as possible. Labour believes that taxes should be raised in order for the state to provide things such as a public healthcare system efficiently. The two parties also differ on the issue of education. The conservatives believe that parents should have the right to have their child educated privately, while the Labour Party believe private education can be unfair on poorer families and children who cannot afford to be educated in private schools. They instead believe that education should be public and paid for by the taxes, much like the National Health Service. One other area the parties disagree on is the issue of immigration. The conservatives believe immigration into the UK should be limited, as some immigrants commit crimes. The Labour Party believes that immigration should not be as heavily restricted. One area that the parties do not explicitly agree on but seem to have slightly similar view is Brexit, and many Labour MPs do not seem to completely disagree with it. This can be said to have been the reason Labour did not do as well in the May European Union elections or parties such as the Liberal Democrats who are opposed to Brexit. In general the Conservative Party and the Labour Party are quite different in terms of their policies.

Examiner's comments

This question also targets AO3 and is the only question on the paper which requires a two-sided response with evaluation and evidence. This is the most challenging question on the paper and this candidate performed very well across all of the areas being tested. A brief, accurate and focused introduction gets the response off to a strong start. It is clear from the introduction that the candidate has a good understanding of the different policies of the two parties in question and has a good overview of their ideological stances. The candidate stresses the difference in their policies in the next paragraph but is also able to refer to policies on which they have a similar stance. The candidate goes on to consider the policies of each party in the areas given at the start of the question in more detail, allocating a paragraph to the discussion of each which is a good approach and conforms well with the structural expectations of this question. A brief conclusion which sums up the main argument in line with the ideas presented in the main body of the essay finishes the response in a clear and crisp manner. Overall this was an excellent response which conformed to the Level 4 requirements. The candidate covers all of the areas suggested in a detailed and accurate manner, presents a two-sided response which draws on evidence and examples and comes to a logical and coherent conclusion. A very solid, well written response well deserving of the thirteen marks awarded. A little more focus on the counter argument would have enhanced the answer.

GCSE: Government and Politics

Unit 2: International Politics in Action

Grade: A Exemplar

Section A

Answer **all** questions.

The answers for these questions will come from across the entire specification.

Q1 State **one** issue that has involved or could require international co-operation. [1]

Student's response

Civil war

Q2 Name **one** member of NATO. [1]

Student's response

United Kingdom

Q3 Give **one** area that the Northern Ireland Equality Commission is responsible for. [1]

Student's response

Protecting rights of people with a disability.

Q4 Name **one** law that protects human rights. [1]

Student's response

Human rights Act 1998 e.g. Right to life

Q5 What is the term used for paramilitary groups in Northern Ireland giving up their weapons? [1]

Student's response

Decommissioning

Q6 What does the term NATO stand for? [1]

Student's response

North Atlantic Treaty Organisation

Q7 Give **one** area of dispute between the political parties in Northern Ireland. [1]

Student's response

Irish language act

Q8 State **two** problems caused by migration. [2]

Student's response

1. *Over crowding of houses and areas as government can't find funds to house them all*
2. *Taking jobs of local people increasing unemployment of locals.*

Q9 Name **two** permanent members of the United Nations (UN) Security Council. [2]

Student's response

1. *United Kingdom*
2. *France*

Q10 State **two** factors that can cause conflict between countries. [2]

Student's response

1. *Religion*
2. *Abuse of power*

Q11 Give **two** push factors that may cause a migrant to leave their own country. [2]

Student's response

1. *Civil war*
2. *Poor economy with no opportunities for the people to get jobs and go to School*

Q12 What is meant by the term 'free movement of labour'? [2]

Student's response

Free movement of labour is a part of the Single market and allows people within the EU to travel to other EU countries for work without any restrictions.

Q13 Name **two** provisions of the Good Friday Agreement. [2]

Student's response

1. *Consociationalism*
2. *Early release of prisoners.*

Q14 Match the correct term in the list below to the description in the grid provided.
[5]

People trafficker	UNHCR	Asylum seeker	Economic migrant	Internally displaced person
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Student's response

Definition	Term
The part of the UN that helps refugees.	<i>UNHCR</i>
A person who is forced to move to another part of their own country because of war, natural disaster or persecution.	<i>internally displaces person</i>
A criminal involved in the illegal transportation of migrants.	<i>People trafficker</i>
A person who has left their own country and is looking for protection in another country.	<i>Asylum Seeker</i>
Someone who goes to live in another country to have a better life.	<i>Economic migrant</i>

Examiner's comments

This section of the paper focuses on assessment objective AO1 which examines the ability to demonstrate knowledge and understanding of political concepts, institutions, processes, terms and issues. There are 24 marks available for this section and this candidate attained full marks which indicates excellent revision and proper exam preparation was undertaken.

Section B

Answer **all** questions.

Read Source A and answer the question that follows.

Source A:

The Good Friday Agreement of 1998 was seen as a victory in achieving peace in Northern Ireland. Parties are required to work together in a coalition that includes both unionists and nationalists, who have to make decisions jointly. If the parties fail to co-operate the Stormont government will collapse.

Q15 Using **Source A** and your own knowledge, describe how the Good Friday Agreement required unionists and nationalists to share power. [5]

Student's response

The GFA required unionist and nationalists to share power by working together in a coalition. They had to make decisions together that represented both the nationalist and unionist views and that would benefit both sides. They had to share power in order to control their own small parliament with devolved matters from the UK parliament the UK would take over. If the parties can't successfully powershare and co-operate then the Stormont government will collapse as it has in it's current state.

Examiner's comments

This question targets assessment objective AO2, the ability to apply knowledge and understanding of political information to contexts and actions. A source is provided to aid candidates in answering the question which follows. The candidate makes good use of the source and correctly identifies information from the source relevant to the question; that the Good Friday Agreement requires parties to work in a coalition government, that unionist and nationalist views will be represented and that a failure to co-operate may lead Stormont to collapse. However, the response does not go beyond the source and therefore, although it attains a Level 2 it is just enough for the bottom of Level 2 achieving two marks. A more developed answer with reference to supporting material and expansion of the material given in the source would attain a higher mark.

Q16 Explain how policing was reformed in Northern Ireland as part of the peace process. [6]

Student's response

Policing was reformed as it was an issue in a divided society of Northern Ireland. It was called the RCU which favoured the unionist side so the name got changed to the PSNI (police Service of Northern Ireland). It also was reformed as it had to be represent the percentage of the population for example if the population was 30% women then 30% of the police force would be women. New rules and regulations were put in place to make the whole of Northern Ireland feel protected by the police. The chief constable was put in charge of the police force. Their uniforms were changed.

Examiner's comments

This question also targets AO2, however, in this case without reference to a source or any other supporting material. The candidate constructed a clear and well written response which identified five valid ways policing was reformed in Northern Ireland as part of the peace process. All of the ways given were accurate and in line with suggestions made in the mark scheme. Credit was given for the range of points and the fluid way in which the answer was constructed, with points being linked in a coherent and well-structured manner. The specific reference to the new name, PSNI was taken as an example and therefore full marks were awarded for this question as it complied fully with the criteria for a top Level 3.

Read Source B and answer the question that follows.

Source B:

The UN Security Council agreed to increase sanctions against North Korea because it continued to develop and test nuclear weapons. North Korea's textile exports and imports of crude oil have both been reduced. The sanctions imposed are the strictest placed on any nation this century.

Q17 Use **Source B** and your own knowledge to describe the types of sanctions used by the UN Security Council to maintain peace. [6]

Student's response

The UN Security council maintain peace by imposing Sanctions which are punishments that are imposed on a country. They can be travel bans, financial etc. In the case of North Korea it was trade sanctions. Other sanctions are travel bans that don't allow people from that country into UN countries. The UN can place financial sanctions by cutting of financial ties with the country which will have harsh effects. Trade sanctions stop certain trade going in and out of a country which will effect their income. Trade tarrifs may be increased making it more expensive to trade with countries.

Examiner's comments

This question targets AO2 and as with question 15 candidates are required to refer to source material and their own knowledge in their answer. In this response the candidate made excellent use of the source and fully explained the type of sanctions described in the source. Sanctions themselves were explained as an extension of the content in the source as a showcase for the candidate's knowledge. Other types of sanctions were given, all of which were explained and linked to the original question. The response met the criteria for a top Level 3, attaining full marks.

Q18 Explain how UN Security Council peacekeepers maintain peace. [8]

Student's response

The UN Security Council peace keepers maintain peace as they are sent into a country in times of conflict or when a country's emerging from conflict to help. They are trained in special areas that they will specialise, for example people specialise in preventing sexual violence in conflict. This helps prevent sexual violence and helps victims, helping to maintain peace. Peacekeepers are there to try and resolve conflict in places where they can which promotes peace and helps to maintain it. They follow UN policies for peacekeeping which are the best ways to deal with maintaining peace in a place with conflict. They also help support the locals in times of conflict or when emerging from conflict which helps the locals have peace and promote peace with others.

Examiner's comments

This question targets AO2 and relies solely on the candidate's own knowledge as there is no source given as a stimulus. This was a very good response which demonstrated a solid and detailed understanding of the key ways that UN peacekeepers maintain peace. The sophistication of some of the points made was commendable, as was the range and depth of some of the explanations. However, the candidate did not provide an example or a piece of evidence to support the points being made therefore a ceiling was applied. The response was awarded Level 2 with a mark of five. A frustrating result for a very able candidate who clearly had a good command of the relevant material. With the addition of an example this candidate would have attained a much higher mark.

Section C

Answer **all** questions.

Q19 'Migrants bring benefits to society.'

Make a case **in support** of this statement. [10]

Student's response

Migrants bring benefits to society in many ways, starting with the cultural benefits. With migrants from all over the world comes their cultures, this is positive in society as it allows people to learn about new cultures, new food and even new languages. It promotes diversity and migrants should be seen as equals. Migrants benefit society when it comes to filling the skills gap. In the UK there is challenges trying to hire enough nurses and doctors. People from around the world migrate to the UK to become doctors and nurses which benefits hospitals and the NHS as there is much needed workers. Migrants also benefit society as they do jobs that the locals don't want to do. They come for employment and to take money so they take factory jobs and other unwanted jobs. It benefits society when it comes to taxes, figures have shown that migrants have paid more taxes than they have received in benefits which helps take the fiscal burden of UK born workers.

In conclusion migrants are people with equal rights and are a benefit to society as they bring new cultures, help fill the skills gap and contribute to society.

Examiner's comments

This question targets AO3, the ability to 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. The question requires a one-sided response only, in this case in support of the statement. As there are no marks available for balance, candidates are advised to focus on the instructions in the question and this candidate did so throughout the response. The response makes reference to relevant and accurate evidence and shows a good understanding of the view that migrants bring benefits to society. Four clear benefits are identified and each is fully explained; cultural benefits, filling the skills gap, doing jobs locals do not want to do and contributing to the wealth of the nation through taxation. Each point is accompanied by a thorough explanation and the addition of an example ensured that this response attained a top Level 3, scoring full marks. The quality of written communication throughout this response was high and the candidate remained focused on the question throughout. These two factors also contributed to the outstanding outcome in this question.

Q20 Evaluate the following statement: 'NATO has been a failure in dealing with international conflict.'

In your answer you should include:

- Military and non-military measures;
- An example of a NATO action which failed; and
- An example of a successful NATO action. [16]

Student's response

NATO has two ways of dealing with conflict, military and non-military. NATO massively funds their military with resources that's needed, they use their military when they think it's the best way to resolve a conflict. NATO's non-military measures include building up relationships with Individuals to increase trust of their being no conflict. They work closely with other countries to secure peace.

NATO was persuaded by the US that the Taliban who were controlling Afghanistan were responsible for training terrorists who carried out 9/11. led by the US and UK the troops fought a direct battle against the Taliban and helped over throw them. This was a success as they helped put in place a democratic government which was stable. They also helped reform the army and police so the people of Afghanistan felt safe and protected as their army were in control. They removed the violence from the area caused by the Taliban and helped rebuild the State allowing it to be run smoothly and fairly and to be protected, therefore it was a huge success.

On the other hand NATO has been a failure in dealing with International conflict as they have been fighting ISIS in Syria and Iraq from 2017. Their methods consist of bombing targets that they think ISIS leaders are located in. The problem with this is Many Innocent Civillians have been murdered as a result it also has resulted in mass conflict within the country that doesn't seem to have an ending in sight. The military efforts have been said to have driven isis members back to their home countries and this is a huge failure as it has resulted in the world wide Spread of Terrorism.

In conclusion, NATO has been both effective an not in circumstances when it comes to International terrorism.

Examiner's comments

This question also targets AO3 and is the only question on the paper which requires a two-sided response with evaluation and evidence. This is therefore the most challenging question on the paper and this candidate performed well across all of the areas being tested. The candidate begins by addressing the military and non-military measures that NATO undertakes. This was a clear difference to the majority of candidates, many of whom failed to address this aspect of the question and went straight into an account of actions which failed or were a success. This opening paragraph was written in a clear and informative manner. The quality of written communication was very high from the start and remained of a high standard throughout the response. Two case studies were selected to address the proposition and both were examined in detail revealing excellent subject knowledge and evaluative ability. The conclusion was a little brief, however, and this could be developed slightly to result in a higher Level 4 mark. Overall this response met the criteria for a Level 4 mark as it was an excellent response with clear and coherent evaluation. A wider range of examples and a more developed conclusion would have resulted in a higher Level 4 mark than the mark of thirteen which was awarded.



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