



**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2018**

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**Government and Politics**

**Assessment Unit AS 1**

*assessing*

The Government and Politics of Northern Ireland

**[SGP11]**

**THURSDAY 24 MAY, AFTERNOON**

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**MARK  
SCHEME**

## **General Marking Instructions**

### ***Introduction***

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

### ***Assessment objectives***

Below are the assessment objectives for GCE Government and Politics.

Candidates should be able to:

- AO1** Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and debates.
- AO2** Analyse and evaluate political information, arguments and theories; identify parallels, connections, similarities and differences between the political systems studied.
- AO3** Construct and communicate coherent arguments making use of a range of appropriate political vocabulary.

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE 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, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners 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. Examiners 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 17 or 18-year-old GCE 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 tasks or 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**

In deciding which level of response to award, examiners 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, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners.

- **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 tasks and questions that require them to respond in extended written form. These tasks and 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.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is inadequate.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is satisfactory.

Level 4: Quality of written communication is good.

Level 5: Quality of written communication is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

**Level 1 (Inadequate):** The candidate makes only a very limited selection and use of an appropriate form and style of writing. The organisation of material may lack any clarity and coherence. There is very little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is consistently unclear.

**Level 2 (Limited):** The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear in places.

**Level 3 (Satisfactory):** The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

**Level 4 (Good):** The candidate makes a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

**Level 5 (High Standard):** The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.

		AVAILABLE MARKS
<p><b>1</b> Two marks for each of <b>two</b> types of committee within the Assembly. These can be Statutory, Standing or Ad Hoc. One or more example of the same type of committee will result in a mark of two being awarded. Award 0/2/4 only. Add in joint committee. Ex. committee not accepted. [4] <b>(AO1: 4 marks)</b></p>		4
<p><b>2 Background</b></p> <p>Collective Responsibility is a principle that is applied to the operation of executive power in mainly Parliamentary systems. The principle is that members of a government are free to disagree in private over policies and legislation but, once a decision has been made within the executive, all members of the government are expected to publicly support the agreed position. If a member of the government is unable to give their public backing to a policy then they are expected to resign or face being sacked by the leader of the executive. The principle is often 'bent' and sometimes completely disregarded, especially in the NI Executive Committee.</p> <p><b>Level 1 ([1]–[2])</b> The candidate offers a basic explanation of what is meant by 'collective responsibility.' There is limited or no use of the Source or own knowledge.</p> <p><b>Level 2 ([3]–[4])</b> The candidate offers a more developed explanation of what is meant by 'collective responsibility.' There is some use of the Source or own knowledge. If no reference to the Source is made a maximum of 4 marks can be awarded. No e.g. beyond Source – maximum 4 marks.</p> <p><b>Level 3 ([5]–[6])</b> The candidate provides a full explanation of what is meant by the term 'collective responsibility.' There is good use of the Source and own knowledge. Allow e.g. demonstrating <b>lack</b> of collective responsibility. <b>(AO1: 6 marks)</b></p> <p>Any other valid material will be rewarded appropriately. [6]</p>		6
<p><b>3 Background</b></p> <p>The Source identifies that one area of power-sharing was the joint appearance of the First Ministers at various public events. These have often been symbolic in nature but have demonstrated a willingness of the DUP and Sinn Fein to share power. Candidates should identify and explain two other examples of power-sharing and these can include agreement such as the Shared Futures; on budgets and Programmes for Government; on the devolution of policing and justice; on the rotation of the post of Speaker. Any other relevant area. No use of/reference to Source maximum <b>Level 3</b>.</p> <p><b>Level 1 ([1]–[3])</b> The candidate demonstrates little knowledge and understanding of examples of power-sharing within the Executive. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence. There is little analysis and evaluation of information, arguments and</p>		

explanations. The quality of spelling, punctuation and grammar is inadequate. An argument, if present, is ill informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary.

**Level 2 ([4]–[6])**

The candidate demonstrates basic knowledge and understanding of examples of power-sharing within the Executive but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. There is some basic analysis and evaluation of political information, arguments and explanations. The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary.

**Level 3 ([7]–[9])**

The candidate demonstrates mostly accurate knowledge and understanding of examples of power-sharing within the Executive but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material. There is some limited analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited.

**Level 4 ([10]–[12])**

The candidate demonstrates full and accurate knowledge and understanding of examples of power-sharing within the Executive and deploys this to answer the question. The answer contains relevant evidence and examples. There is sound analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached.

**Level 5 ([13]–[15])**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of examples of power-sharing within the Executive and deploys this consistently to answer the question. A range of relevant evidence is presented. There is thorough analysis of political information, arguments and explanations. Spelling, punctuation and grammar are of a high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

[15]

15

**4 (a) Background**

No evidence/e.g. – maximum Level 3

No balance – maximum Level 4

In answering this question it is assumed that most candidates will seek to identify areas where DUP policy appears to have radically changed from the position taken by the Party in 1998. This will be balanced by discussion of

those areas where policies have remained consistent. It will be the range of areas discussed and the quality of the explanation of DUP policies that will differentiate answers.

Areas that candidates may identify include policies on power-sharing with Nationalists and Republicans; devolution; acceptance of the Good Friday Agreement; reform of policing; prisoner releases; cooperation with the Irish Republic; economic policy; welfare policies; moral issues; flags, emblems and parading; the Union question. Any other relevant issue.

**Level 1 ([1]–[5])**

The candidate demonstrates little knowledge and understanding of how DUP policies have evolved since 1998 and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence. There is little analysis and evaluation of information, arguments and explanations. The quality of spelling, punctuation and grammar is inadequate. An argument, if present, is ill informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary.

**Level 2 ([6]–[10])**

The candidate demonstrates basic knowledge and understanding of how DUP policies have evolved since 1998 but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. There is some basic analysis and evaluation of political information, arguments and explanations. The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary.

**Level 3 ([11]–[15])**

The candidate demonstrates mostly accurate knowledge and understanding of how DUP policies have evolved since 1998 but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material. There is some limited analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited.

**Level 4 ([16]–[20])**

The candidate demonstrates full and accurate knowledge and understanding of how DUP policies have evolved since 1998 and deploys this to answer the question. The answer contains relevant evidence and examples. There is sound analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached.

**Level 5 ([21]–[25])**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of how DUP policies have evolved since 1998 and deploys this consistently to answer the question. A range of relevant evidence is presented. There is thorough analysis of political information, arguments and explanations. Spelling, punctuation and grammar are of a high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached.

[25]

AVAILABLE  
MARKS

25

**(b) Background**

No evidence maximum Level 3

No balance maximum Level 4

Support for the SDLP fell dramatically after the signing of the Good Friday Agreement and the Party was overtaken by Sinn Féin as the leading nationalist party within a few years of the Agreement being signed. The Party's support continued to decline during the first decade of this century as support continued to shift to Sinn Féin. It is frequently asserted that Sinn Féin 'stole the clothes' of the SDLP, meaning that the former adopted many of the traditional policies of the latter. Candidates may identify a number of key areas where this was the case. Sinn Féin was therefore able to target those sections of the Nationalist population that had traditionally supported the SDLP, while at the same time retaining its core support. The best responses will discuss how Sinn Féin has managed this difficult balancing act. Candidates may refer how Sinn Féin's adoption of exclusively peaceful means 'detoxified' its image. It is also anticipated that candidates will identify how the SDLP has itself contributed to its own demise through its failures of leadership, its inability to develop policies different from those of Sinn Féin and its tendency to take its core support for granted.

Any other relevant arguments.

**Level 1 ([1]–[5])**

The candidate demonstrates little knowledge and understanding of the reasons why Sinn Féin has replaced the SDLP as the dominant Nationalist party and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence. There is little analysis and evaluation of information, arguments and explanation. The quality of spelling, punctuation and grammar is inadequate. An argument, if present, is ill informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary.

**Level 2 ([6]–[10])**

The candidate demonstrates basic knowledge and understanding of the reasons why Sinn Féin has replaced the SDLP as the dominant Nationalist party but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. There is some basic analysis and evaluation of political information, arguments and explanations. The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary.

**Level 3 ([11]–[15])**

The candidate demonstrates mostly accurate knowledge and understanding of the reasons why Sinn Féin has replaced the SDLP as the dominant Nationalist party but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material. There is some limited analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited.

**Level 4 ([16]–[20])**

The candidate demonstrates full and accurate knowledge and understanding of the reasons why Sinn Féin has replaced the SDLP as the dominant Nationalist party and deploys this to answer the question. The answer contains relevant evidence and examples. There is sound analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached.

**Level 5 ([21]–[25])**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the reasons why Sinn Féin has replaced the SDLP as the dominant Nationalist party and deploys this consistently to answer the question. A range of relevant evidence is presented. There is thorough analysis of political information, arguments and explanations. Spelling, punctuation and grammar are of a high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached. [25]

**Total**

**AVAILABLE  
MARKS**

25

**50**