



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2022**

Government and Politics

Assessment Unit AS 1

assessing

The Government and Politics of Northern Ireland

[SGP11]

MONDAY 6 JUNE, AFTERNOON

**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.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

		AVAILABLE MARKS
<p>1 Debates in the Assembly include those that take place during the passage of legislation; Plenary Debates; Emergency Debates; Adjournment Debates. Any other relevant material. (AO1: 4 marks)</p>	[4]	4
<p>2 Background</p> <p>A “Programme for Government” is a statement of the Executive Committee’s future priorities and policy goals. It incorporates the budget and details on how the budget will be allocated to meet policy goals. A Programme also includes specific targets for individual Departments. A Programme must be agreed by the Assembly and the vote on the budget requires cross-community support.</p> <p>Level 1 ([1]–[2]) The candidate offers a basic explanation of what is meant by “Programme for Government”. There is limited or no use of the Source or own knowledge.</p> <p>Level 2 ([3]–[4]) The candidate offers a more developed explanation of what is meant by “Programme for Government”. 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.</p> <p>Level 3 ([5]–[6]) The candidate provides a full explanation of what is meant by the term “Programme for Government”. There is good use of the Source and own knowledge. (AO1: 6 marks)</p>		
Any other valid material will be rewarded appropriately.	[6]	6

3 Background

The Source states that some nationalists favour an all-Ireland Border Poll to determine the future of Northern Ireland. This proposal would be rejected by unionist parties and candidates should identify and explain this area of disagreement. Other areas of continuing disagreement include different views on whether Northern Ireland should remain part of the UK or become part of a united Ireland. This will be treated as a separate area to disagreement on the holding of a Border Poll. Parties also continue to differ on a variety of legacy issues, cultural issues and social policies. Any other relevant area.

No use of source: Max Level 3 [9]

No evidence: Max Level 4 [12]

Level 1 ([1]–[3])

The candidate demonstrates little knowledge and understanding of areas of continuing disagreement between unionist and nationalist parties. 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 poor. The use of political vocabulary is rudimentary.

Level 2 ([4]–[6])

The candidate demonstrates basic knowledge and understanding of areas of continuing disagreement between unionist and nationalist parties 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. 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 areas of continuing disagreement between unionist and nationalist parties 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. 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 areas of continuing disagreement between unionist and nationalist parties 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. There is clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached.

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MARKS

Level 5 ([13]–[15])

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of areas of continuing disagreement between unionist and nationalist parties 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 consistently high standard. There is effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached. [15]

**AVAILABLE
MARKS**

15

4 (a) Background

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MARKS

Those who take a positive view of the Assembly's legislative record would argue that, with the exception of the period of suspension between January 2017 and January 2020, it did succeed in performing its legislative functions. A significant number of Bills have been passed and not all of them are parity legislation. Not all Bills have been introduced by the Executive and MLAs have grown in confidence in proposing legislation that would eventually become law. Assembly Committees have initiated a number of Bills. The scrutiny of legislation by individual MLAs and by Committees have both improved significantly.

Critics argue that the Assembly has failed to generate anywhere near the same amount of legislation as other devolved Assemblies and most of what has been passed has not been "home grown". The Executive has dominated legislation and successful Private Members Bills have been few and far between and often trivial in significance. Executive dominance has undermined effective scrutiny of legislation by individual MLAs and Committees.

Stronger answers will display clear understanding of the point of the question, will present a range of evidence and will contain balance.

No evidence/examples: Max Level 3 [15]

Lack of significant balance: Max Level 4 [20]

Level 1 ([1]–[5])

The candidate demonstrates little knowledge and understanding of the legislative record of the Assembly 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 poor. 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 legislative record of the Assembly 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 legislative record of the Assembly 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 legislative record of the Assembly 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 legislative record of the Assembly 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 consistently 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]

(b) Background

The Northern Ireland Executive, as established by the Good Friday Agreement and revised by subsequent agreements, was intended to provide for the collective government of Northern Ireland. It was intended that unionist and nationalist parties would share power and that they would work together to produce policies that would serve the needs of all citizens. The evidence that the Executive failed to do so is compelling. Prior to 2017, the Executive's record was one of conflict and division. Rather than working together, parties often appeared to work against one another in the interests of their own section of the community. Ministers did not co-operate but looked after their own private 'fiefdom'. The suspension of the institutions for three years, due to an inability to work together, has confirmed this conclusion. Since the restoration of devolution it appears that little has changed. Co-operation and collective government are rare.

On the other hand, some would argue that, given the recent history of Northern Ireland, it is remarkable that any sort of government involving unionist and nationalist parties has worked. With the exception of the period of suspension after 2017, the Executive has managed to produce legislation, to create Programmes for Government, to achieve a degree of co-operation and, at times, to present a united front.

Weaker answers will display only a limited understanding of the point of the question and be limited in terms of both argument and evidence. Stronger answers will display clear understanding of the point of the question, will present a range of evidence and will contain balance.

No evidence/examples: Max Level 3 [15]

Lack of significant balance: Max Level 4 [20]

Level 1 ([1]–[5])

The candidate demonstrates little knowledge and understanding of the Executive’s record in working together to govern Northern Ireland 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 poor. 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 Executive’s record in working together to govern Northern Ireland 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 Executive’s record in working together to govern Northern Ireland 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 Executive’s record in working together to govern Northern Ireland 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 Executive’s record in working together to govern Northern Ireland 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 consistently 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