



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2013**

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## **Government and Politics**

**Assessment Unit AS 1**

**The Government and  
Politics of Northern Ireland**

**[AQ111]**

**TUESDAY 4 JUNE, MORNING**

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**MARK  
SCHEME**

## **General Marking Instructions**

These mark schemes are intended to ensure that the AS/A2 examinations are marked consistently and fairly. The mark schemes provide examiners with an indication of the nature and range of candidate 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 scheme should be read in conjunction with these general marking instructions which apply to all papers.

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

In marking the examination papers, examiners will be looking for a quality of response reflecting the level of maturity which may reasonably be expected of 17- and 18-year-olds, which is the age at which the majority of candidates sit their AS/A2 examinations.

### **Flexibility in marking**

The mark schemes which accompany the specimen examination papers are not intended to be totally prescriptive. For many questions, there may be a number of equally legitimate responses and different methods by which the candidates may achieve good marks. No mark scheme can cover all the answers 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 for the paper concerned.

### **Positive marking**

Examiners are encouraged to be positive in their marking, giving appropriate credit for valid responses 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 for 17- and 18-year-old GCE candidates. Conversely, marks should only be awarded for valid responses and not given for an attempt 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. These questions are indicated on the cover of the examination paper.

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 extended written answers are marked in terms of 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 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 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 which is incorporated within the marks awarded for AO3. Where the quality of candidates' subject knowledge and understanding is not matched by the quality of written communication, marks awarded will not exceed the maximum for Level 4.

**1 Background**

[1] will be awarded for identification and up to [3] for explanation of area of disagreement given in the Source.

**(AO1: 4 marks)**

[1] will be awarded for identification and up to [3] for explanation of any other relevant area of disagreement, either current or historical. Areas that may be referred to include the setting up of a Victims Commission, a Bill of Rights, post primary education, the future of the Maze site.

If there is no reference to the Source, a candidate can score a maximum of [6].

**(AO1: 4 marks)**

[8]

8

**2 Background**

The Source refers to the agreement between the DUP and Sinn Fein to reduce the number of ministers in the Executive by abolishing a number of departments. For the other parties in the Executive this typifies the DUP/Sinn Fein dominance over the government of Northern Ireland and the marginalisation of others. The key to DUP and Sinn Fein dominance is the control they exercise because of the large number of MLAs that each commands. As both parties put a great deal of emphasis upon party loyalty, this enables their leaderships to control events in the Assembly. In addition, the D'Hondt mechanism used for selecting ministers has resulted in the DUP and Sinn Fein dominating the Executive Committee and using this to promote policies that they support. Assembly committees have operated on a largely partisan basis and this has further enhanced DUP and SF control. Candidates may also argue that their dominance is a consequence of the decline of the UUP and SDLP since 1998.

Weaker answers will tend to present general statements and rely heavily upon the Source. Stronger answers will be more detailed contain supporting evidence.

If there is no reference to the Source, a candidate can score a maximum of Level 4.

If there is no reference to evidence beyond the Source, a candidate can score a maximum of Level 3.

If there is reference to only one form of DUP/SF dominance, a candidate can score a maximum of Level 3.

**Level 1 ([1]–[4])**

**AO1: 2 marks; AO2: 1 mark; AO3: 1 mark**

The candidate demonstrates little knowledge and understanding of the role of the reasons for DUP and Sinn Fein dominance. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). 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 (AO3).

**Level 2 ([5]–[7])****AO1: 3 marks; AO2: 2 marks; AO3: 2 marks**

The candidate demonstrates basic knowledge and understanding of the reasons for DUP and Sinn Fein dominance 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 (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). 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 (AO3).

**Level 3 ([8]–[10])****AO1: 4 marks; AO2: 3 marks; AO3: 3 marks**

The candidate demonstrates mostly accurate knowledge and understanding of the reasons for DUP and Sinn Fein dominance 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 (AO1). There is some limited analysis of political information, arguments and explanations (AO2). 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 (AO3).

**Level 4 ([11]–[13])****AO1: 5 marks; AO2: 4 marks; AO3: 4 marks**

The candidate demonstrates full and accurate knowledge and understanding of the reasons for DUP and Sinn Fein dominance and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). 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 (AO3).

**Level 5 ([14]–[16])****AO1: 6 marks; AO2: 5 marks; AO3: 5 marks**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the reasons for DUP and Sinn Fein dominance and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). 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 (AO3).

[16]

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**3 (a) Background**

Since 2007 the Executive Committee has been largely controlled by the two most diametrically opposed parties in Northern Ireland. Many felt that the DUP and Sinn Fein could never work together as part of a mandatory coalition government and that they could never genuinely share power. Five years on sceptics may believe that they were correct. Instead of a genuine sharing of power the Executive has been marked by an absence of collective responsibility and decision making. Ministers do their own thing and still run their departments as private fiefdoms. Ministers publicly criticise one another and refuse to put the Executive before party.

The alternative view is that the DUP and Sinn Fein have managed to produce an agreed set of policies in spite of their histories. While ministers do play party politics and publicly disagree there is evidence that, behind the scenes, they are working the institutions and working together.

Stronger answers will display clear understanding of the point of the question, will present a range of evidence and will contain balance. If there is no reference to any evidence, a candidate can score a maximum of Level 3.

If there is no balance/completely unbalanced, a candidate can score a maximum of Level 4.

**Level 1 ([1]–[6])**

**AO1: 2 marks; AO2: 3 marks; AO3: 1 mark**

The candidate demonstrates little knowledge and understanding of the differences between the DUP and Sinn Fein 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 (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). 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 (AO3).

**Level 2 ([7]–[11])**

**AO1: 4 marks; AO2: 5 marks; AO3: 2 marks**

The candidate demonstrates basic knowledge and understanding of the differences between the DUP and Sinn Fein 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 (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). 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 (AO3).

**Level 3 ([12]–[16])****AO1: 6 marks; AO2: 7 marks; AO3: 3 marks**

The candidate demonstrates mostly accurate knowledge and understanding of the differences between the DUP and Sinn Fein 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 (AO1). There is some limited analysis of political information, arguments and explanations (AO2). 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 (AO3).

**Level 4 ([17]–[21])****AO1: 7 marks; AO2: 9 marks; AO3: 5 marks**

The candidate demonstrates full and accurate knowledge and understanding of the differences between the DUP and Sinn Fein and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). 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 (AO3).

**Level 5 ([22]–[26])****AO1: 8 marks; AO2: 11 marks; AO3: 7 marks**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the differences between the DUP and Sinn Fein and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). 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 (AO3).

[26]

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**(b) Background**

Candidates may approach this question in a wide variety of ways. One approach would be to consider voting patterns with a view to identifying if there is any increase in the tendency of voters to vote outside the unionist and nationalist blocs. This approach may include consideration of support for Alliance and the degree of tactical voting that occurs in Northern Ireland elections.

A second approach would be to consider whether there is any greater degree of co-operation across the political divide in the Assembly and the Executive. This would involve consideration of the records of both institutions.

Yet another approach would be to consider if there is any evidence of the breakdown of the unionist/nationalist division at the level of civil society. Is the accusation of “peace without reconciliation” still true? Stronger candidates will be able to present a balanced discussion and will be able to produce a greater degree of evidence.

If there is no reference to any evidence, a candidate can score a maximum of Level 3.

If there is no balance/completely unbalanced, a candidate can score a maximum of Level 4.

### **Level 1 ([1]–[6])**

**AO1: 2 marks; AO2: 3 marks; AO3: 1 mark**

The candidate demonstrates little knowledge and understanding of the issue of unionist/nationalist divisions 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 (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). 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 (AO3).

### **Level 2 ([7]–[11])**

**AO1: 4 marks; AO2: 5 marks; AO3: 2 marks**

The candidate demonstrates basic knowledge and understanding of the issue of unionist/nationalist divisions 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 (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). 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 (AO3).

### **Level 3 ([12]–[16])**

**AO1: 6 marks; AO2: 7 marks; AO3: 3 marks**

The candidate demonstrates mostly accurate knowledge and understanding of the issue of unionist/nationalist divisions 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 (AO1). There is some limited analysis of political information, arguments and explanations (AO2). 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 (AO3).

**Level 4 ([17]–[21])****AO1: 7 marks; AO2: 9 marks; AO3: 5 marks**

The candidate demonstrates full and accurate knowledge and understanding of the issue of unionist/nationalist divisions and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). 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 (AO3).

**Level 5 ([22]–[26])****AO1: 8 marks; AO2: 11 marks; AO3: 7 marks**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the issue of unionist/nationalist divisions and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). 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 (AO3).

[26]

AVAILABLE  
MARKS

26

**Total****50**