

GCE

Government and Politics

Unit **F853**: Contemporary US Government and Politics

Advanced GCE

Mark Scheme for June 2016

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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1. Annotations

Annotation	Meaning
	Acknowledged, credit-worthy. Page seen
	Judgement of extent
	Incorrect
	Example
	Vague
	Repetition
	Very good
	Not relevant
	Analysis
	Focus
	Spelling
	Unclear (in combination with other annotations)/loss of focus
	Positive (in combination with other annotations)=similarities/arguments in favour
	Negative (in combination with other annotations)=differences/arguments against
Highlighting	Use of theorists

2. Subject-specific Marking Instructions

When marking, examiners must use both this mark scheme, the table showing the breakdown of marks by levels and assessment objectives (see below), and the Assessment Matrix (see Appendix 1).

Table of Marks by Levels and Assessment Objectives

Level	AO1	AO2	AO3
4	16–20	19–24	6
3	11–15	13–18	4–5
2	6–10	7–12	2–3
1	0–5	0–6	0–1

The Assessment Matrix

Broadly speaking and depending on the question, examiners should look for:

- a balanced and well-focused answer;
- which correctly identifies a number and range of relevant and important factors;
- in detail;
- and communicates these clearly and in a logical, fluent and coherent style;
- containing few, if any, errors of grammar, punctuation and spelling.

And credit answers which display knowledge and understanding of:

- current examples;
- political concepts, theories and language;
- other political systems including the EU;
- parallels, connections, similarities and difference.

The Mark Scheme

The mark scheme is indicative of the kinds of points likely to be raised by candidates in answering the questions. However, because of the nature of the subject, it cannot be regarded as definitive and the professional judgement and training of individual examiners will apply.

All substantive issues surrounding the paper will be settled at the standardisation meeting and through the arrangements made by OCR to ensure a consistent approach by all examiners. Examiners should contact the Principal Examiner if they have any concerns about the way an individual script should be marked.

Question		Answer	Marks	Guidance									
				Content	Levels of response								
1	(a)	<p>AO1:</p> <p>Candidates should display knowledge and understanding of the role of the president and the Congress in the appointment process for Supreme Court justices.</p> <p>This may include reference to the roles played by some of the following:</p> <ul style="list-style-type: none"> • the President • the Senate Judiciary Committee • the full Senate. • the ABA & pressure groups • the Attorney General • the FBI • The media <p>Examples may be given of:</p> <ul style="list-style-type: none"> • appointments • votes on the Senate Judiciary Committee • votes on the floor of the Senate. 	[10]	<p>AO1:</p> <p>At the level 4, candidates will be able to make 4 or 5 points about the appointment process. Award at L3 where there is good understanding and illustration of the appointment process. Maximum L2 should be awarded for limited knowledge and understanding of the appointment process. Candidates must offer more than a reiteration of the source (award at L1 for source only).</p>	<p>AO1 [8]:</p> <table> <tr> <td>Level 4</td> <td>7-8 marks</td> </tr> <tr> <td>Level 3</td> <td>5-6 marks</td> </tr> <tr> <td>Level 2</td> <td>3-4 marks</td> </tr> <tr> <td>Level 1</td> <td>0-2 marks</td> </tr> </table>	Level 4	7-8 marks	Level 3	5-6 marks	Level 2	3-4 marks	Level 1	0-2 marks
Level 4	7-8 marks												
Level 3	5-6 marks												
Level 2	3-4 marks												
Level 1	0-2 marks												
				<p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 4 and use 2 as a default mark. • At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The answer will lack focus and be disorganised. 	<p>AO3 [2]:</p> <table> <tr> <td>Level 4</td> <td>2 marks</td> </tr> <tr> <td>Level 3</td> <td>2 marks</td> </tr> <tr> <td>Level 2</td> <td>1 mark</td> </tr> <tr> <td>Level 1</td> <td>0-1 mark</td> </tr> </table>	Level 4	2 marks	Level 3	2 marks	Level 2	1 mark	Level 1	0-1 mark
Level 4	2 marks												
Level 3	2 marks												
Level 2	1 mark												
Level 1	0-1 mark												

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(b)	<p>AO2:</p> <p>Expect candidates to examine a range of criticisms about the appointment process.</p> <p>This may include reference to:</p> <p>Politicisation of the appointment process</p> <p>The independence of the judiciary and the rule of law</p> <p>Checks and balances / the separation of powers</p> <p>The role played by the president</p> <p>The role played by the Senate</p> <p>The roles played by pressure groups and the media</p>	[15]	<p>AO2:</p> <p>To reach level 4, candidates will discuss a range of criticisms and attempt to evaluate their validity.</p>	<p>AO2 [12]:</p> <p>Level 4 10-12 marks</p> <p>Level 3 7-9 marks</p> <p>Level 2 4-6 marks</p> <p>Level 1 0-3 marks</p>
				<p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 4 and use 3 as a default mark. • Marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. • At the top of Level 4, candidates will have made good use of paragraphs to separate the criticisms and may have used the introduction and conclusion to good effect. • At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO3 [3]:</p> <p>Level 4 3 marks</p> <p>Level 3 2 marks</p> <p>Level 2 2 marks</p> <p>Level 1 0-1 mark</p>

Question		Answer	Marks	Guidance	
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2		<p>AO1:</p> <p>Candidates should display knowledge and understanding of the nomination system for presidential candidates.</p> <p>This may include reference to:</p> <p>The invisible primary</p> <p>Primaries and caucuses</p> <p>Recent Supreme Court rulings</p> <p>Campaign finance</p> <p>The National Party Conventions</p> <p>Candidates in recent nomination campaigns</p> <p>TV debates</p> <p>Negative advertising / attack ads</p> <p>Reform proposals</p>	[25]	<p>AO1:</p> <p>To reach level 4, candidates may display a thorough and accurate knowledge of the nomination process. To reach this level, candidates should be able to refer to the 2016 campaigns.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the nomination process.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to the nomination process.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems.</p>	<p>AO1 [10]:</p> <p>Level 4 9-10 marks</p> <p>Level 3 6-8 marks</p> <p>Level 2 3-5 marks</p> <p>Level 1 0-2 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO2:</p> <p>Expect candidates to evaluate the criticisms of the nomination system.</p> <p>This may include discussion of the following:</p> <p>The role of money</p> <p>The impact of recent Supreme Court rulings</p> <p>The importance of media</p> <p>The impact of the invisible primary and the roles played by Iowa, New Hampshire and 'Super Tuesday'</p> <p>The length of the process</p> <p>The absence of peer group review and the role played by super delegates</p> <p>The qualities of the candidates</p>		<p>AO2:</p> <p>To reach the top of Level 4, candidates will provide a range of arguments both for and against the nomination system as a method of selecting presidential candidates.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the nomination process</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the nomination process. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints.</p> <p>Level 1 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning</p>	<p>AO2 [10]:</p> <p>Level 4 9-10 marks</p> <p>Level 3 6-8 marks</p> <p>Level 2 3-5 marks</p> <p>Level 1 0-2 marks</p>

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					<p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 3 and use 4 as a default mark. • A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. • At the top of Level 4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO3 [5]:</p> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 marks</td> </tr> <tr> <td>Level 2</td> <td>2-3 marks</td> </tr> <tr> <td>Level 1</td> <td>0-1 mark</td> </tr> </table>	Level 4	5 marks	Level 3	4 marks	Level 2	2-3 marks	Level 1	0-1 mark
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3		<p>AO1:</p> <p>Candidates should display knowledge and understanding of the reasons why some pressure groups are more effective than others.</p> <p>This may include reference to:</p> <p>Definitions of pressure groups and their aims</p> <p>Examples of pressure group activity</p> <p>Access points and 'iron triangles' and issue networks</p> <p>Lobbying and the 'revolving door'</p> <p>Membership</p> <p>Recent rulings from the Supreme Court and the use of 'amicus curiae' briefs</p> <p>Super PACs and 527 groups</p> <p>Campaign Finance</p> <p>Leaders</p> <p>Concepts such as elitism, plutocracy and pluralism</p>	[25]	<p>AO1:</p> <p>To reach level 4, candidates may display a thorough and accurate knowledge of pressure group activity and effectiveness in the US. The range of US examples is likely to be a key discriminator.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to pressure group activity and effectiveness in the US.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to pressure groups in the US.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems</p>	<p>AO1 [10]:</p> <p>Level 4 9-10 marks</p> <p>Level 3 6-8 marks</p> <p>Level 2 3-5 marks</p> <p>Level 1 0-2 marks</p>

Question		Answer	Marks	Guidance	
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		<p>AO2:</p> <p>Expect candidates to assess the factors that determine pressure group effectiveness in the US.</p> <p>This may include discussion of:</p> <p>The role of pressure groups during presidential and election campaigns & the impact of recent Supreme Court decisions</p> <p>The wealth, membership and inequalities between various pressure groups</p> <p>Arguments relating to issues and compatibility.</p> <p>Evaluation of case studies such as the Tea Party Movement and political leverage, Super PACs, the military-industrial complex</p> <p>Assessment of the factors which influence voting in the Congress. The 'decline' of parties and the roles played by the president and leadership in the Congress</p> <p>Concepts such as elitism, plutocracy and pluralism</p>		<p>AO2:</p> <p>To reach the top of Level 4, candidates will discuss and evaluate the relative importance of a range of factors that can determine the effectiveness of a pressure group. A key discriminator here will be the ability of the candidate to place discussion in a US context.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to pressure group effectiveness.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. Discussion may be reliant on UK examples.</p> <p>Level 1 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning.</p>	<p>AO2 [10]:</p> <p>Level 4 9-10 marks</p> <p>Level 3 6-8 marks</p> <p>Level 2 3-5 marks</p> <p>Level 1 0-2 marks</p>

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4		<p>AO1:</p> <p>Candidates should display knowledge and understanding of the performance of third parties and independent candidates in recent elections.</p> <p>This may include reference to:</p> <p>Recent elections</p> <p>The performance of third parties and independents in past elections</p> <p>Third parties and independents such as Bernie Sanders and Angus King.</p> <p>The Electoral College and FPTP</p> <p>State ballot requirements</p> <p>Campaign finance and matching funds</p> <p>Pressure groups and the media: Super PACs and presidential debates</p> <p>Voting behaviour</p>	[25]	<p>AO1:</p> <p>To reach the top of Level 4, candidates may display a thorough and accurate knowledge of the performance of third parties and independent candidates in recent elections. A key discriminator here is likely to be the ability to focus on elections since 2008.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to third party performance.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to third parties.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems.</p>	<p>AO1 [10]:</p> <p>Level 4 9-10 marks</p> <p>Level 3 6-8 marks</p> <p>Level 2 3-5 marks</p> <p>Level 1 0-2 marks</p>

Question		Answer	Marks	Guidance	
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		<p>AO2:</p> <p>Expect candidates to discuss the factors that explain the performance of third parties and independent candidates in recent elections.</p> <p>This may include discussion of the following:</p> <p>An evaluation of recent elections which might be contrasted with the past elections such as Perot and the Reform Party in the 1990s</p> <p>The impact of FPTP and the Electoral College</p> <p>The impact of state ballot and matching fund requirements</p> <p>The role of parties as 'broad churches' and adoption of third party issues, money and campaign finance</p> <p>The role of ideology in US society and politics / the dominant ideology thesis</p> <p>The role of the media and pressure groups</p> <p>Voting behaviour</p>		<p>AO2:</p> <p>To reach the top of level 4, candidates will assess a range of factors that explain the performance of third parties and independent candidates in recent elections. A key discriminator here is likely to be the ability to evaluate the performance of third parties in elections since 2008</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the performance of third parties in elections.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints.</p> <p>Level 1 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning</p>	<p>AO2 [10]:</p> <p>Level 4 9-10 marks</p> <p>Level 3 6-8 marks</p> <p>Level 2 3-5 marks</p> <p>Level 1 0-2 marks</p>

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5		<p>AO1:</p> <p>Candidates should display knowledge and understanding of the Obama presidency.</p> <p>This may include reference to:</p> <p>The 2014 mid-term elections, the Obama first term and developments since the 2010 mid-terms such as the sequestration / government shutdown</p> <p>The roles of the president and leadership in the Congress</p> <p>Concepts such as; A lame duck president, imperial, imperilled, bifurcated, dual presidency and other theories of presidential power</p> <p>Policy issues such as: the budget, immigration, climate change, trade, gun control</p> <p>Foreign policy developments such as Syria, Russia/Ukraine and China, Iran, Cuba</p> <p>Constitutional checks and balances and the separation of powers</p> <p>The use of the presidential veto</p>	[25]	<p>AO1:</p> <p>To reach level 4, candidates may display a thorough and accurate knowledge of the Obama administration and constitutional arrangements in the US.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to presidential power and the Obama administration.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to the presidency.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems.</p>	<p>AO1 [10]:</p> <p>Level 4 9-10 marks</p> <p>Level 3 6-8 marks</p> <p>Level 2 3-5 marks</p> <p>Level 1 0-2 marks</p>

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		<p>AO2:</p> <p>Expect candidates to discuss the Obama presidency.</p> <p>This may include discussion of the following:</p> <p>The impact of the 2014 and 2010 mid-term and 2012 congressional elections</p> <p>The impact of the Tea party caucus in the House and the polarisation of the parties</p> <p>The nature of presidential power</p> <p>The political skills of President Obama</p> <p>The complexity and nature of the issues faced domestically and abroad - Assessment of the “in tray from hell”.</p> <p>Expectations contrasted with Realpolitik</p> <p>Criteria which allow an assessment of the Obama presidency which may include comparisons with other presidents</p>		<p>AO2:</p> <p>To reach the top of Level 4, candidates will provide an evaluation of the Obama presidency. This is likely to include an assessment of the nature of presidential power.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to presidential power in the US.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints.</p> <p>Level 1 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning</p>	<p>AO2 [10]:</p> <p>Level 4 9-10 marks</p> <p>Level 3 6-8 marks</p> <p>Level 2 3-5 marks</p> <p>Level 1 0-2 marks</p>

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6		<p>AO1:</p> <p>Candidates should display knowledge and understanding of the factors that influence voting in the Congress.</p> <p>This may include reference to:</p> <p>‘The re-election imperative’ – local issues and primaries used for selection of congressional candidates</p> <p>Pork barrel politics and earmarking</p> <p>Pressure groups and campaign finance</p> <p>Rulings from the Supreme Court</p> <p>Leadership within the Congress</p> <p>Presidential activity and the EXOP - bipartisanship / presidential coalitions – cabinet and Supreme Court appointments – executive orders – budgets and the government shutdown</p> <p>Individual and ethical issues</p> <p>Public opinion and the media</p>	25	<p>AO1:</p> <p>To reach the top of Level 4, candidates may display a thorough and accurate knowledge of the factors that influence voting in the Congress.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to voting in the Congress.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to voting in the Congress.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems</p>	<p>AO1 [10]:</p> <p>Level 4 9-10 marks</p> <p>Level 3 6-8 marks</p> <p>Level 2 3-5 marks</p> <p>Level 1 0-2 marks</p>

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		<p>AO2:</p> <p>Expect candidates to assess the importance of parties as an influence on voting in the Congress.</p> <p>This may include discussion of the following:</p> <p>The polarisation of the parties – the decline of RINOs / DINOs</p> <p>The role of the party leadership and selection of committee chairs and the role of the whips</p> <p>Political leverage exerted by pressure groups such as the Tea Party Movement and Super PACs</p> <p>The nature of candidate centred campaigns and the importance of the ‘folks back home’</p> <p>The impact of presidential leadership, public opinion and the media.</p>		<p>AO2:</p> <p>To reach the top of Level 4, candidates will discuss a range of factors that influence voting in the Congress. A key discriminator is likely to be the ability to recognise and explain the increasingly partisan nature of voting in the Congress.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues which allow an evaluation of the factors which influence voting in the Congress.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints.</p> <p>Level 1 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning.</p>	<p>AO2 [10]:</p> <p>Level 4 9-10 marks</p> <p>Level 3 6-8 marks</p> <p>Level 2 3-5 marks</p> <p>Level 1 0-2 marks</p>

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Question		Answer	Marks	Guidance	
				Content	Levels of response
7		<p>AO1:</p> <p>Candidates should display knowledge and understanding of the Bill of Rights and relevant cases from the Roberts Court.</p> <p>This may include reference to:</p> <p>The Bill of Rights</p> <p>Rulings from the Roberts Court</p> <p>Strict and loose constructionism</p> <p>Judicial activism and passivism / Stare decisis</p> <p>The jurisprudence of individual justices and voting blocs on the Court</p> <p>The docket of the Supreme Court</p> <p>Previous rulings from earlier courts</p> <p>Case studies such as abortion and Guantánamo Bay / GITMO / gay marriage</p> <p>14th amendment as a 'national' bill of rights and reference to other amendments</p>	[25]	<p>AO1:</p> <p>To reach the top of Level 4, candidates may display a thorough and accurate knowledge of the Bill of Rights and rulings from the Roberts Court.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the protection of rights outlined in the first ten amendments.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems</p>	<p>AO1 [10]:</p> <p>Level 4 9-10 marks</p> <p>Level 3 6-8 marks</p> <p>Level 2 3-5 marks</p> <p>Level 1 0-2 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO2:</p> <p>Expect candidates to assess the role of the Roberts Court in the defence of the Bill of Rights.</p> <p>This may include reference to the following:</p> <p>The rulings of the Court on an amendment by amendment basis.</p> <p>The impact of the Bush and Obama appointments on the composition of the Court</p> <p>The role played by swing votes</p> <p>Discussion of issues such as ‘paper rights’, the impact of public opinion, judicial review and restraint, activism and passivism, strict and loose constructionism</p> <p>Rights not mentioned in the Bill of Rights</p> <p>The roles played by other branches of government and pressure groups in the defence of rights</p> <p>Liberal and conservative rulings from the Roberts Court and different positions on different rights</p>		<p>AO2:</p> <p>To reach the top of Level 4, candidates will discuss a range of rights outlined in the Bill of Rights. Failure to go beyond a couple of amendments will prevent the essay reaching this level. Another key discriminator will be the ability to assess rather than merely list cases.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the Roberts Court’s defence of the Bill of Rights.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints.</p> <p>Level 1 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning</p>	<p>AO2 [10]:</p> <p>Level 4 9-10 marks</p> <p>Level 3 6-8 marks</p> <p>Level 2 3-5 marks</p> <p>Level 1 0-2 marks</p>

Question			Answer	Marks	Guidance									
					Content	Levels of response								
					<p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 3 and use 4 as a default mark. • A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. • At the top of Level 4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO3 [5]:</p> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 marks</td> </tr> <tr> <td>Level 2</td> <td>2-3 marks</td> </tr> <tr> <td>Level 1</td> <td>0-1 mark</td> </tr> </table>	Level 4	5 marks	Level 3	4 marks	Level 2	2-3 marks	Level 1	0-1 mark
Level 4	5 marks													
Level 3	4 marks													
Level 2	2-3 marks													
Level 1	0-1 mark													

Question		Answer	Marks	Guidance	
				Content	Levels of response
8		<p>AO1:</p> <p>Candidates should display knowledge and understanding of the underlying principles of the US Constitution.</p> <p>This may include reference to:</p> <p>Constitutional checks and balances</p> <p>The separation of powers</p> <p>The independence of the judiciary and the rule of law</p> <p>Federalism</p> <p>Popular sovereignty</p> <p>Gridlock / divided government</p> <p>Representative democracy and republicanism</p> <p>Limited government</p> <p>Individual rights and liberties</p>	[25]	<p>AO1:</p> <p>To reach the top of Level 4, candidates may display a thorough and accurate knowledge of the underlying principles of the US Constitution</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to principles of the US Constitution.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems</p>	<p>AO1 [10]:</p> <p>Level 4 9-10 marks</p> <p>Level 3 6-8 marks</p> <p>Level 2 3-5 marks</p> <p>Level 1 0-2 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO2:</p> <p>Expect candidates to discuss the extent to which the underlying principles of the US Constitution operate today.</p> <p>This may include discussion of:</p> <p>Shared v separated powers</p> <p>Congressional checks on presidential power with reference to the Obama administration</p> <p>Presidential checks on congressional power – use of the veto</p> <p>Historical developments such as The changes in presidential power over time with the ‘modern presidency – imperial – imperilled – resurgent’ presidencies. Changes in federal – state government relations – ‘dual, classical new federalism’ etc..</p> <p>The power of judicial review</p> <p>An evaluation of democratic control today which may involve discussion of elitism and the role of pressure groups and money</p>		<p>AO2:</p> <p>To reach the top of Level 4, candidates will evaluate a range of the underlying principles. Answers will be too narrowly focused on one issue such as congressional checks on the president will not be able to access this level.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the operation of the underlying principles today.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints.</p> <p>Level 1 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning</p>	<p>AO2 [10]:</p> <p>Level 4 9-10 marks</p> <p>Level 3 6-8 marks</p> <p>Level 2 3-5 marks</p> <p>Level 1 0-2 marks</p>

Question			Answer	Marks	Guidance									
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APPENDIX 1

Advanced GCE Assessment Matrix

There are **four** levels of assessment of all three AOs in the A2 units. Level 4 is the highest level that can reasonably be expected from a candidate at the end an Advanced GCE course.

Level	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
4	Thorough and accurate knowledge and clear and detailed understanding of relevant concepts, ideas and political systems. Ability to make valid comparisons between them.	High level of skill in the interpretation, analysis and evaluation of relevant political information (including, the identification of parallels, connections, similarities and differences between aspects of the political systems studied). Ability to recognise bias and faulty argument and to reason effectively towards an individual and informed conclusion.	Ability to distinguish relevant and important factors correctly and integrate these into a balanced, well-focused argument. Ability to communicate this clearly and present it legibly and logically in fluent coherent style containing few, if any, errors of grammar, punctuation and spelling.
3	Good knowledge and understanding of relevant concepts, ideas and political systems. Ability to make some valid comparisons between them.	Good level of skill in the interpretation, analysis and evaluation of the relevant political issues (including, the identification of parallels, connections, similarities and differences between aspects of the political systems studied). Some attempt to recognise bias and faulty argument and to reason sensibly towards a sound conclusion.	Ability to identify the most important factors and present a relevant argument legibly and clearly if, at times, lacking incisiveness. There may be occasional errors of grammar, punctuation and spelling.
2	Limited knowledge and understanding of relevant concepts, ideas and political systems. Limited awareness of standard points of comparison.	Limited level of skill in the interpretation, analysis and evaluation of the relevant political issues (including, the identification of parallels, connections, similarities and differences between aspects of the political systems studied). Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. Reasoning may be incomplete and, while opinions may be offered, they are unlikely to be supported by argument.	Limited attempt to distinguish relevant material, which is assembled into a limited argument with some sense of order and legibility. There may be some errors of grammar, punctuation and spelling.
1	Basic and generalised knowledge and understanding of relevant concepts, ideas and political systems. Such knowledge and understanding will be incomplete and/or of tenuous relevance and may contain significant errors. Basic awareness of standard points of comparison.	Basic skill in the interpretation, analysis and evaluation of some of the relevant political issues (including, the identification of parallels, connections, similarities and differences between aspects of the political systems studied). Basic attempt to explain the simpler points central to the question and it is likely that only one viewpoint will be recognised. There will be little evidence of reasoning.	An attempt is made to shape an argument at a basic level, which lacks coherence, legibility and direction, and is unselective. Contains intrusive errors of grammar, punctuation and spelling.

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