

Government and Politics

Advanced GCE

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

Mark Scheme for June 2012

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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.

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Annotations

Annotation	Meaning
	Acknowledged, credit-worthy. Page seen
	Good contemporary example/analysis
	Incorrect
	Example
	Vague
	Repetition
	Very good
	Not relevant
	Analysis
	Focus
	Spelling
	Unclear (in combination with other annotations)
	Positive (in combination with other annotations)
	Negative (in combination with other annotations)

NB Examiners should use the above annotations to assist them in deciding their marks. They do not, however, have to use them to annotate every instance seen.

Subject-specific Marking Instructions

When marking, examiners must use both this mark scheme and the Assessment Matrix (see Appendix 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: Candidates should display knowledge and understanding of 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 Attorney General • the FBI • the President • the Senate Judiciary Committee • the ABA • the full Senate. <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> <ul style="list-style-type: none"> • At L4, candidates will be able to make four or five points about the appointment process. In order to reach this higher mark band, the candidate may make specific reference to recent appointments • L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political developments relating to Supreme Court appointments • L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political developments relating to Supreme Court appointments • L1 for a basic and generalised knowledge with only a few points of relevance. <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 2 as a default mark • At L2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The answer will lack focus and be disorganised. 	<p>AO1 [8]:</p> <p>Level 4 7–8 marks Level 3 5–6 marks Level 2 3–4 marks Level 1 0–2 marks</p> <p>AO3 [2]:</p> <p>Level 4 2 marks Level 3 2 marks Level 2 1 mark Level 1 0–1 mark</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>AO2: Expect candidates to examine the extent to which the Roberts Court has favoured judicial restraint over judicial activism.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • discussion of the meanings of judicial activism and restraint • loose and strict constructionism • conservative and liberal interpretations of cases • rulings from the Roberts Court • the size of the docket • voting on cases • concepts such as 'swing voter' • comparisons with other Courts such as the Warren and Rehnquist Courts • the constraints upon the Court. 	15	<p>AO2:</p> <ul style="list-style-type: none"> • To reach L4, candidates will discuss a range of arguments and should consider both the case for and against the Roberts Court exercising judicial restraint • L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the role of the Roberts Court • L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the Roberts Court • L1 for a basic attempt to explain simpler points central to the question and to recognise and describe few viewpoints. <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 2 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 L4, candidates will have made good use of paragraphs to separate the arguments for and against and have used the introduction and conclusion to good effect • Below L2, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO2 [12]:</p> <p>Level 4 10–12 marks Level 3 7–9 marks Level 2 4–6 marks Level 1 0–3 marks</p> <p>AO3 [3]:</p> <p>Level 4 3 marks Level 3 2 marks Level 2 2 marks Level 1 0–1 mark</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
2			<p>AO1: Candidates should display knowledge and understanding of the importance of the economy as an influence on voting behaviour.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> the state of the economy detail of the short term factors which influence voting behaviour such as campaign spending, the TV debates, policy platforms facts and figures relating to longer term voting patterns amongst ethnic groups and regions detail of voting behaviour models such as recency, rational choice and socialisation developments during the 2012 campaigns and elections other presidential elections the role of the media and campaign finance detail with regard to dealignment and the levels of floating voters. 	25	<p>AO1:</p> <ul style="list-style-type: none"> To reach L4, candidates will display a thorough and accurate knowledge of voting behaviour and recent elections in the USA L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political developments relating to voting behaviour L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political developments relating to voting behaviour L1 for a basic and generalised knowledge and understanding. 	<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: Expect candidates to discuss the importance of the economy as an influence on voting behaviour.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • the impact and scale of dealignment • the role of the economy in elections in 2012, 2008, 2004 and probably 1992 • the importance of other short term factors such as: <ul style="list-style-type: none"> – personality – the media – the campaign – policies – issues • the applicability of models of voting behaviour such as: <ul style="list-style-type: none"> – the rational choice model – retrospective voting – prospective voting. 		<p>AO2:</p> <ul style="list-style-type: none"> • To reach L4, candidates will provide a balanced argument which considers the relative importance of the economy as the key factor influencing voting behaviour. The essay will have a sharp focus and avoid merely listing factors without an attempt to evaluate their importance within the context of the question • L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the factors which influence voting behaviour • L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the factors which influence voting behaviour • L1 for a limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. 	<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 L3 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 L4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect • At L2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO3 [5]:</p> <p>Level 4 5 marks</p> <p>Level 3 4 marks</p> <p>Level 2 2–3 marks</p> <p>Level 1 0–1 mark</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
3		<p>AO1: Candidates should display knowledge and understanding of third parties in the USA.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • examples of third parties • past performance in presidential and congressional elections • policies of third parties • third party candidates • Electoral College votes • pressure groups and new social movements such as the Tea Party Movement • ballot requirements in the states • campaign finance, PAC contributions and matching funds • the use of the media in election campaigns • incumbency rates. <p>AO2: Expect candidates to discuss the importance of third parties.</p> <p>This may include reference to some of the following concepts and arguments:</p> <ul style="list-style-type: none"> • agenda setting • participation and representation • provision of ideological and policy choices • their role as 'spoilers' and impact on the outcome of elections • minority voice. 	25	<p>AO1:</p> <ul style="list-style-type: none"> • To reach L4, candidates may display a thorough and accurate knowledge of third parties and US government and politics • L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to third parties • L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to third parties • L1 for a basic and generalised knowledge. <p>AO2:</p> <ul style="list-style-type: none"> • To reach L4, candidates will provide a range of arguments both for and against and there will be an attempt to address the wording of the question • L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to third parties • L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to third parties 	<p>AO1 [10]: Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p> <p>AO2 [10]: Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>Their importance might be countered by reference to arguments relating to:</p> <ul style="list-style-type: none"> • their lack of success in presidential and congressional elections • their brevity • their lack of funding • their lack of media support • absorption by main parties • the stinging bee analogy • failure to attract media support and well known candidates • the role played by pressure groups 		<ul style="list-style-type: none"> • L1 for a basic attempt to explain a few of the simpler points central to the question and to recognise and describe relatively few differing viewpoints. <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 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 L4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect • At L2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO3 [5]:</p> <p>Level 4 5 marks Level 3 4 marks Level 2 2–3 marks Level 1 0–1 mark</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p>AO1: Candidates should display knowledge and understanding of the factors which can contribute to the success of a pressure group.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> • examples of US pressure groups • the methods adopted by pressure groups • campaign finance and PACs • regulation such as the Honest Leadership and Open Government Act 2007 • donations in recent elections such as 2010 mid terms and 2012 elections • membership • leaders • issues • access points • policy developments • concepts such as: 'iron triangles', 'revolving door', issue networks • <i>amicus curiae</i> briefs • rulings from the Supreme Court such as <i>FEC v Citizens United</i> • the Constitution, the separation of powers, checks and balances, access points. 	25	<p>AO1:</p> <ul style="list-style-type: none"> • To reach L4, candidates may display a thorough and accurate knowledge of US pressure groups and the methods adopted • L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to pressure group activity in the US • L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to pressure group activity in the US • L1 for a basic and generalised knowledge. There will probably be few US examples and an over reliance on examples from the UK. 	<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: Expect candidates to discuss the relative importance of money as a factor which can contribute to the success of a pressure group.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> the role of money in election campaigns the impact of recent legislation and Supreme Court rulings on recent elections discussion of elitism and pluralism and their applicability to the US other factors relating to issues, organisation, membership and leadership can be used to place the importance of money in context the importance of the constitution with regard to issues such as gun control for the NRA, and first amendment rights for the ACLU, 14th amendment rights for groups such as NAACP and La Raza the scale of opposition to issues such as abortion the attitude of the government and party ideology to issues such as workers' rights as advocated by AFL-CIO and the environmental concerns of the Sierra Club. 		<p>AO2:</p> <ul style="list-style-type: none"> To reach L4, candidates will discuss a range of factors which contribute to pressure group success. They will avoid writing a list answer and consider the relative importance of money against other factors. There will be a sharp focus on US government and politics throughout L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to pressure group success L2 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 relating to pressure group success L1 for a basic attempt to explain a few of the simpler points central to the question and to recognise and describe relatively few differing viewpoints. 	<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 L3 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 L4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect • At L2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO3 [5]:</p> <p>Level 4 5 marks</p> <p>Level 3 4 marks</p> <p>Level 2 2–3 marks</p> <p>Level 1 0–1 mark</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
5		<p>AO1: Candidates should display knowledge and understanding of the relationship between states and federal government.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> • changes over time • concepts such as classical/dual, cooperative, fiscal, creative, layer/marble cake, new, permissive, picket-fence and kaleidoscopic federalism • examples of fiscal and institutional revival at state level • budgetary problems at state level today • examples of policy innovation at state level • the states as laboratories • block and categorical grants-in-aid • revenue sharing • the XVIth amendment • rulings from the Supreme Court • balanced budget requirements in all states bar one. 	25	<p>AO1:</p> <ul style="list-style-type: none"> • To reach L4, candidates may display a thorough and accurate knowledge of federal-state relations • L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to federal-state relations • L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to federal-state relations • L1 for a basic and generalised knowledge. 	<p>AO1 [10]:</p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>AO2: Expect candidates to discuss the reliance of states upon the federal government.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> the impact of the economic crisis upon both state and federal governments the ability of the federal government to levy income tax and to fund state governments recent reforms such as the No Child Left Behind Act and 'Obamacare' the significance of balanced budget requirements in some states the fundraising abilities of states the innovatory nature of some states' legislatures the significance of Supreme Court rulings, particularly the 'Federalism Revolution' under the Rehnquist Court party control in the Congress and debates over fiscal policy. 		<p>AO2:</p> <ul style="list-style-type: none"> To reach L4, candidates will provide a range of arguments both for and against the view that states are increasingly reliant upon federal government. The essays will be balanced and have a sharp focus on the question L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to federal state relations L2 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 L1 for a basic attempt to explain a few of the simpler points central to the question and to recognise and describe relatively few differing viewpoints. <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. 	<p>AO2 [10]:</p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p> <p>AO3 [5]:</p> <p>Level 4 5 marks Level 3 4 marks Level 2 2–3 marks Level 1 0–1 mark</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<ul style="list-style-type: none"> At 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. 	

Question		Answer	Marks	Guidance	
				Content	Levels of response
6		<p>AO1: Candidates should display knowledge and understanding of leadership in the Congress.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> the roles of the Speakers, committee chairmen, party whips, majority and minority leaders past and present Speakers such as Boehner, Pelosi and Gingrich caucuses and the role of individuals such as Bachmann examples of pork barrel politics and earmarking the role of the president in legislative matters examples of pressure group involvement in the elections of Congressmen concepts such as delegate/representative/trustee. <p>AO2: Expect candidates to discuss the effectiveness of congressional leadership.</p> <p>This might include discussion of some of the following:</p> <ul style="list-style-type: none"> the state of party unity increased polarisation and partisanship in the Congress 	25	<p>AO1:</p> <ul style="list-style-type: none"> To reach L4, candidates may display a thorough and accurate knowledge of leadership in the Congress L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to congressional leadership L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to congressional leadership L1 for a basic and generalised knowledge. <p>AO2:</p> <ul style="list-style-type: none"> To reach L4, candidates will provide a wide range of arguments both for and against the argument that Congress lacks effective leadership L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to leadership in the Congress 	<p>AO1 [10]:</p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p> <p>AO2 [10]:</p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> voting on policy issues such as health care reform voting on presidential nominations the role of committee chairmen the influences upon congressional voting the impact of pressure groups the impact of elections and fund raising the role of the president as party leader and Chief Legislator. 		<ul style="list-style-type: none"> L2 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 relating to leadership in the Congress L1 for a basic attempt to explain a few of the simpler points, central to the question and to recognise and describe relatively few differing viewpoints. <p>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach L3 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 L4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect At L2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO3 [5]:</p> <p>Level 4 5 marks Level 3 4 marks Level 2 2–3 marks Level 1 0–1 mark</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
7			<p>AO1: Candidates should display knowledge and understanding of the role of the cabinet.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> • detail on appointments to the cabinet • examples of the work done by cabinet secretaries • the number of cabinet meetings • the composition of the Executive Office of the President and its role • the use of the cabinet by different presidents • details of the bureaucracy of American government. <p>AO2: Expect candidates to assess the role of the cabinet.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> • the role of the cabinet in policy formulation and administration • the electoral purpose of the cabinet in terms of gender, ethnic and party representation • the difference between the cabinet as a collective entity and on an individual basis 	25	<p>AO1:</p> <ul style="list-style-type: none"> • To reach L4, candidates will display a thorough and accurate knowledge of the role played by the cabinet • L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the cabinet • L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to the cabinet • L1 for a basic and generalised knowledge. <p>AO2:</p> <ul style="list-style-type: none"> • To reach L4, candidates will provide a range of arguments both for and against the view that the cabinet plays an important role in assisting the president. • L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the role of the cabinet. • L2 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>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> <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
			<ul style="list-style-type: none"> the role of the EXOP and usurpation of cabinet's roles the links between the cabinet and the EXOP problems of loyalty and trust, linked to agency capture/'going native' the problems of coordination and control. 		<ul style="list-style-type: none"> L1 for a basic attempt to explain a few of the simpler points central to the question and to recognise and describe relatively few differing viewpoints <p>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach L3 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 L4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect At L2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO3 [5]:</p> <p>Level 4 5 marks Level 3 4 marks Level 2 2–3 marks Level 1 0–1 mark</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
8			<p>AO1: Candidates should display knowledge and understanding of the protection of first amendment rights.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • first amendment rights of speech, press, assembly, religion and the right to petition government • cases from the Supreme Court relating to relevant issues such as: <ul style="list-style-type: none"> – flag and cross burning – pornography and the sale of dvds depicting animal cruelty – campaign donations – school prayers and display of religious items – picketing of funerals • other rights as outlined in the Bill of Rights and rulings from the Supreme Court pertaining thereto • the composition and jurisprudence of the Roberts and other courts • concepts such as strict and loose constructionism. 	25	<p>AO1:</p> <ul style="list-style-type: none"> • To reach L4, candidates will display a thorough and accurate knowledge of rights in the USA • L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the protection of rights • L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to the protection of rights • L1 for a basic and generalised knowledge. There will be scant knowledge of what first amendment rights are and little awareness of rulings from the Supreme Court. 	<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: Expect candidates to assess the protection of first amendment rights in the USA.</p> <p>This could include discussion of some of the following:</p> <ul style="list-style-type: none"> • rulings from the Court relating to the first amendment (Snyder v Phelps, Fredericks v Morse, FEC v Citizens United etc) • other landmark rulings such as Texas v Johnson, Reno v ACLU, Engel v Vitale • the meaning of political speech • the outlook of the Court and individual justices • there may be reference to other rights and cases such as such as DC v Heller, Gonzales v Carhart, Baze v Rees • concepts such as judicial activism and restraint, conservatism and liberalism. 		<p>AO2:</p> <ul style="list-style-type: none"> • To reach L4, candidates will provide a range of arguments both for and against first amendment rights being well protected. Candidates should evaluate the rulings of the Roberts Court given the inclusion of 'today' in the question and consider if first amendment rights are well protected • L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the protection of rights • L2 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 relating to the protection of rights • L1 for a basic attempt to explain a few of the simpler points, central to the question and to recognise and describe relatively few differing viewpoints. Discussion may be limited to Roe and Brown. <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 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 	<p>AO2 [10]:</p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p> <p>AO3 [5]:</p> <p>Level 4 5 marks Level 3 4 marks Level 2 2–3 marks Level 1 0–1 mark</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<ul style="list-style-type: none"> At L4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect At L2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	

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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