

Government and Politics

Advanced GCE

Unit **F855**: US Government and Politics

Mark Scheme for June 2012

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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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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, 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 | | <p>AO1: Candidates will display knowledge and understanding of electoral systems.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> • the mechanics of FPTP • majoritarian systems such as AV and SV • hybrid systems such as AMS and AV+ • proportional systems such as STV and list systems • examples from the US including the Electoral College and UK general elections for FPTP • Scotland, Wales, Germany (UK general elections?) for hybrid systems • Northern Ireland, EP, Netherlands, Israel for PR • Electoral reform in the UK and the debate surrounding the referendum on AV. <p>AO2: Expect candidates to discuss the democratic worth of electoral systems.</p> <p>This may invite discussion of some of the following:</p> <ul style="list-style-type: none"> • the problems of FPTP • the advantages of PR | 50 | <p>AO1: To reach the top of Level 4, candidates will provide a range of detailed examples of systems and countries where the various systems are used. They will need to go beyond FPTP and the UK and USA to reach this level.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>AO2: To reach the top of Level 4, candidates will consider both the case for and against and attempt to maintain a sharp focus on democracy throughout the essay.</p> | <p>AO1 [20]: Level 4 16-20 marks Level 3 11-15 marks Level 2 6-10 marks Level 1 0-5 marks</p> <p>AO2 [24]: Level 4 19-24 marks Level 3 13-18 marks Level 2 7-12 mark Level 1 0-6 marks</p> |

| Question | | Answer | Marks | Guidance | |
|----------|--|---|-------|---|---|
| | | | | Content | Levels of response |
| | | <ul style="list-style-type: none"> the disadvantages of PR the advantages of hybrid systems the meaning of democracy the functions of elections – contrasting participation and representation with governing functions analysis of recent elections such as 2010 resulting in coalition government in the UK and its consequences The debate surrounding the referendum on AV in the UK. | | <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues.</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>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach Level 3 and use 5 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 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 [6]:</p> <p>Level 4 6 marks Level 3 4-5 marks Level 2 2-3 marks Level 1 0-1 mark</p> |

| Question | | Answer | Marks | Guidance | |
|----------|--|--|-------|---|--|
| | | | | Content | Levels of response |
| 2 | | <p>AO1: Candidates will display knowledge of the role of parties today.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • the functions of parties • participation linked to party membership and voter turnout • representation and the role played by pressure groups • electoral functions in terms of candidate selection and ideological choice • the role of parties in government • third parties and the role of independents. <p>AO2: Candidates will discuss the role and functions of parties in modern political systems.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • decline and renewal • the rise of candidate centred campaigns • loss of control over candidate selection (in the US) • the reduced role of conference and national party conventions in policy formulation | 50 | <p>AO1: To reach the top of Level 4, candidates will have a good understanding of the role of parties and recognise areas where there are signs of decline and renewal. This may include reference to recent elections and party manifestos and platforms.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>AO2: To reach the top of Level 4, there will be a balanced assessment of the arguments listed and the candidate will attempt to reach a conclusion.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues.</p> | <p>AO1 [20]:</p> <p>Level 4 16-20 marks Level 3 11-15 marks Level 2 6-10 marks Level 1 0-5 marks</p> <p>AO2 [24]:</p> <p>Level 4 19-24 marks Level 3 13-18 marks Level 2 7-12 mark Level 1 0-6 marks</p> |

| Question | | Answer | Marks | Guidance | | | | | | | | | |
|----------|-----------|---|-------|--|--|---------|---------|---------|-----------|---------|-----------|---------|----------|
| | | | | Content | Levels of response | | | | | | | | |
| | | <ul style="list-style-type: none"> ideological convergence evidence from coalition governments (UK, Netherlands, Germany) the role played by pressure groups in terms of participation and representation counter arguments could include reference to the governmental functions and evidence of partisanship polarisation in ideological terms fund raising and organisation training the limitations of pressure groups. | | <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>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach Level 3 and use 5 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 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 [6]:</p> <table> <tr> <td>Level 4</td> <td>6 marks</td> </tr> <tr> <td>Level 3</td> <td>4-5 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 | 6 marks | Level 3 | 4-5 marks | Level 2 | 2-3 marks | Level 1 | 0-1 mark |
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| Level 3 | 4-5 marks | | | | | | | | | | | | |
| Level 2 | 2-3 marks | | | | | | | | | | | | |
| Level 1 | 0-1 mark | | | | | | | | | | | | |

| Question | | Answer | Marks | Guidance | |
|----------|--|--|-------|--|--|
| | | | | Content | Levels of response |
| 3 | | <p>AO1: Candidates will provide knowledge and understanding of role of pressure groups in political systems.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> • membership and size of pressure groups • party membership and levels of voter turnout in elections • terms and concepts such as new social movements, e democracy, partisan dealignment, insider status, lobbying, use of litigation, 'new politics', pluralism and elitism • the use of direct action and litigation via the judiciary • relations with executives and legislatures such as through insider status, 'iron triangles' or policy networks. <p>AO2: Expect candidates to analyse the factors which explain the increase in pressure group activity and importance.</p> <p>This may involve discussion of some of the following:</p> <ul style="list-style-type: none"> • the decline of parties • loss of faith and trust in politicians and the political system | 50 | <p>AO1: To reach the top of Level 4, candidates should be able to provide a range of examples of pressure group activity both from the UK and the USA.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>AO2: To reach Level 4, candidates should answer the question directly and attempt to explain both the rise of and importance of pressure group politics rather than merely reciting some of 'traditional' arguments for and against pressure groups in a democracy.</p> | <p>AO1 [20]:</p> <p>Level 4 16-20 marks Level 3 11-15 marks Level 2 6-10 marks Level 1 0-5 marks</p> <p>AO2 [24]:</p> <p>Level 4 19-24 marks Level 3 13-18 marks Level 2 7-12 mark Level 1 0-6 marks</p> |

| Question | | Answer | Marks | Guidance | |
|----------|--|---|-------|---|---|
| | | | | Content | Levels of response |
| | | <ul style="list-style-type: none"> the impact of electoral systems and the frequency of elections the impact of better education, media coverage and the internet the impact of increased affluence and ideological convergence of the parties the rise of new ideologies and issues relating to animal rights, the environment and women's rights importance relating to participation, representation, scrutiny, education etc in a democracy. | | <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues.</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>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach Level 3 and use 5 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 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 [6]:</p> <p>Level 4 6 marks Level 3 4-5 marks Level 2 2-3 marks Level 1 0-1 mark</p> |

| Question | | Answer | Marks | Guidance | |
|----------|--|---|-------|---|--|
| | | | | Content | Levels of response |
| 4 | | <p>AO1: Candidates will provide knowledge and understanding of the protection of rights today.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> • a definition of natural, positive and negative rights • political rights – speech, movement, assembly and association • criminal rights such as the rights of the accused/trial by jury/right to legal representation • social rights such as housing, education and health • legislation such as the Patriot Act, Human Rights Act, antiterrorism laws • executive actions such as attempts to close Guantánamo Bay's camp X-Ray/Delta • issues such as extradition (Mckinnon) and deportation, the wearing of the veil, control orders, asylum rights, stop and search powers, surveillance, torture and special rendition • pressure groups such as Liberty and ACLU. <p>AO2: Expect candidates to discuss the protection of rights today.</p> | 50 | <p>AO1: To reach Level 4, candidates will provide a detailed knowledge of a range of rights based on the points listed.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>AO2: In order to reach Level 4, candidates will consider both sides of the question and attempt to reach a judgement.</p> | <p>AO1 [20]:</p> <p>Level 4 16-20 marks Level 3 11-15 marks Level 2 6-10 marks Level 1 0-5 marks</p> <p>AO2 [24]:</p> <p>Level 4 19-24 marks Level 3 13-18 marks</p> |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|---|-------|---|--|
| | | | | | Content | Levels of response |
| | | | <p>This may include an evaluation of some of the following:</p> <ul style="list-style-type: none"> the impact of 9/11 the role played by the courts and bills of rights the role played by legislatures and executives the role played by pressure groups and the media the extent to which rights are under threat the importance of education, political culture and vigilance. | | <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues.</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>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach Level 3 and use 5 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 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>Level 2 7-12 mark</p> <p>Level 1 0-6 marks</p> <p>AO3 [6]:</p> <p>Level 4 6 marks</p> <p>Level 3 4-5 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 will display a knowledge and understanding of devolution and federalism.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> • devolution in the UK and its asymmetric nature • the work of the devolved parliaments and assemblies • the role of local government in the UK • the meaning of 'localism' in conjunction with Cameron's 'Big Society' • the cost and levels of participation in these chambers • federal arrangements in the USA and countries such as Spain and Germany • cleavages in countries such as Belgium • the institutional arrangements and supra-national characteristics of the EU with detail of QMV, Lisbon Treaty and subsidiarity. <p>AO2: Candidates will assess whether devolution and federalism create an unnecessary level of government.</p> | 50 | <p>AO1: In order to reach Level 4, candidates will need to display a detailed knowledge of the distribution of power within political systems.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</p> | <p>AO1 [20]:</p> <p>Level 4 16-20 marks Level 3 11-15 marks Level 2 6-10 marks Level 1 0-5 marks</p> <p>AO2 [24]:</p> <p>Level 4 19-24 marks Level 3 13-18 marks Level 2 7-12 mark Level 1 0-6 marks</p> |

| Question | | Answer | Marks | Guidance | |
|----------|--|---|-------|---|---|
| | | | | Content | Levels of response |
| | | <p>This may invite discussion of some of the following:</p> <ul style="list-style-type: none"> growing concerns about the ability of central government to represent the electorate the lack of central government accountability central government’s inability to innovate and be flexible racial, religious, linguistic, historical and cultural differences within countries central government’s failures concerns about the levels of participation duplication of central government functions the cost of devolved bodies problems of uniformity levels of homogeneity. | | <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues.</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>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach Level 3 and use 5 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 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 [6]:</p> <p>Level 4 6 marks Level 3 4-5 marks Level 2 2-3 marks Level 1 0-1 mark</p> |

| Question | | Answer | Marks | Guidance | |
|----------|--|---|-------|--|--|
| | | | | Content | Levels of response |
| 6 | | <p>AO1: Candidates will display knowledge of the legislative process in the various countries and perhaps make reference to the EU.</p> <p>There may be reference to:</p> <ul style="list-style-type: none"> the work of committees the role of parties the role of leadership from within the legislature the role of second chambers the role of the executive the impact of constitutional arrangements the status of chambers within a bicameral system. <p>AO2: Candidates will analyse the effectiveness of legislatures in passing legislation.</p> <p>This may involve discussion of some of the following:</p> <ul style="list-style-type: none"> the consequences of a parliamentary system of government creating an 'elective dictatorship' the impact of the separation of powers and the constitutional arrangements in the US | 50 | <p>AO1: To reach Level 4, candidates will display a detailed knowledge and understanding of legislative process in various political systems.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>AO2: To reach the top of Level 4, candidates will reach a judgement with regard to the relative efficiencies of legislatures. They may establish their own criteria which allows for evaluation such as distinguishing between passing executive proposed and backed legislation and creating their own statutes.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues.</p> | <p>AO1 [20]:</p> <p>Level 4 16-20 marks Level 3 11-15 marks Level 2 6-10 marks Level 1 0-5 marks</p> <p>AO2 [24]:</p> <p>Level 4 19-24 marks Level 3 13-18 marks Level 2 7-12 mark Level 1 0-6 marks</p> |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|---|-------|--|---|
| | | | | | Content | Levels of response |
| | | | <ul style="list-style-type: none"> the powers of the EU parliament and recent attempts to increase these through co-decision procedures and enhanced cooperation with the Commission and Council of Ministers institutional arrangements such as QMV in ending ‘eurosclerosis’ and the consequences of enlargement and financial crisis facing the ‘PIGS’ the impact of electoral systems resulting in majority and coalition governments the importance of party discipline via the whipping system. | | <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>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach Level 3 and use 5 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 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 [6]:</p> <p>Level 4 6 marks Level 3 4-5 marks Level 2 2-3 marks Level 1 0-1 mark</p> |

| Question | | Answer | Marks | Guidance | |
|----------|--|---|-------|---|--|
| | | | | Content | Levels of response |
| 7 | | <p>AO1: Candidates will provide knowledge and understanding of the factors that determine executive power.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> the formal powers of executives informal powers and political/personal skills of chief executives constitutional and institutional arrangements in various political systems the role of cabinets and legislative liaison and support the role of parties terms and concepts such as mandate, 'elective dictatorship', gridlock, lame duck presidents, prime ministerial and cabinet government, coat-tails effect circumstances such as the economy and international and domestic crises such as 9/11 and banking crisis. <p>AO2: Candidates will discuss the factors which determine the power of executives.</p> <p>This may include reference to:</p> | 50 | <p>AO1: To reach Level 4, candidates will display detailed knowledge of a range of powers and identify factors which influence them.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>AO2: In order to reach Level 4, candidates should attempt to define what is meant by an executive and note that this includes the cabinet in the UK.</p> | <p>AO1 [20]:</p> <p>Level 4 16-20 marks Level 3 11-15 marks Level 2 6-10 marks Level 1 0-5 marks</p> <p>AO2 [24]:</p> <p>Level 4 19-24 marks Level 3 13-18 marks Level 2 7-12 mark Level 1 0-6 marks</p> |

| Question | | Answer | Marks | Guidance | | | | | | | | | |
|----------|-----------|--|-------|---|--|---------|---------|---------|-----------|---------|-----------|---------|----------|
| | | | | Content | Levels of response | | | | | | | | |
| | | <ul style="list-style-type: none"> the impact of constitutional arrangements such as the role of convention and impact of a written constitution the importance of principles such as the separation of powers and checks and balances the impact of crises and differences between executive power in the foreign and domestic spheres relations and liaison with legislatures the role of the media perhaps with reference to the Brown administration and the use of the 'bully pulpit' in the US as a means of building support in the Congress scrutiny and oversight by the legislature and judiciary. | | <p>Reference may be made to decision making in the EU and the problems posed in areas where unanimity is required.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues.</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>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach Level 3 and use 5 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 Level 4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. | <p>AO3 [6]:</p> <table> <tr> <td>Level 4</td> <td>6 marks</td> </tr> <tr> <td>Level 3</td> <td>4-5 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 | 6 marks | Level 3 | 4-5 marks | Level 2 | 2-3 marks | Level 1 | 0-1 mark |
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| Level 2 | 2-3 marks | | | | | | | | | | | | |
| Level 1 | 0-1 mark | | | | | | | | | | | | |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|--------|-------|---|--------------------|
| | | | | | Content | Levels of response |
| | | | | | <ul style="list-style-type: none"> 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 |
| 8 | | <p>AO1: Candidates will display knowledge of the role played by judiciaries and the extent of judicial activism.</p> <p>There may be reference to some of the following:</p> <ul style="list-style-type: none"> the meaning of judicial activism and passivism/restraint the impact of constitutional arrangements upon the power of judicial review civil rights and liberties and methods of their protection with particular reference to Bills of Rights and quasi arrangements such as the ECHR the background and attitude of the judges themselves the appointment process democratic concepts such as participation, representation and accountability the use of the judiciary by pressure groups and individuals examples and case studies of judicial activity extending to administrative law/ultra vires rulings and challenges to executives such as in Pakistan terms and concepts such as litigation, strict and loose constructionism. | 50 | <p>AO1: To reach the top of Level 4, candidates will provide a range of examples which may extend beyond the UK and US to the European Courts. This may include reference to lower courts and tribunals.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</p> | <p>AO1 [20]:</p> <p>Level 4 16-20 marks</p> <p>Level 3 11-15 marks</p> <p>Level 2 6-10 marks</p> <p>Level 1 0-5 marks</p> |

| Question | | Answer | Marks | Guidance | |
|----------|--|---|-------|---|---|
| | | | | Content | Levels of response |
| | | <p>AO2: Candidates will assess whether judicial power is increasing.</p> <p>This may involve discussion of some of the following:</p> <ul style="list-style-type: none"> growing concerns about the increased powers of executives threats posed to rights since 9/11 the development of a rights culture increased awareness of administrative law and the use of litigation by pressure groups and individuals the impact of recent reforms in the UK such as the Human Rights Act and the creation of the Supreme Court the failure or reluctance of executives and legislatures to act in certain areas such as abortion, assisted suicide and civil rights the role played by the Supreme Court and other constitutional courts over time which might suggest they have always been powerful institutions due to the presence of a written constitution. | | <p>AO2: To reach the top of Level 4, candidates will make comparisons to establish whether judicial power is increasing.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues.</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>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach Level 3 and use 5 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 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>AO2 [24]:</p> <p>Level 4 19-24 marks Level 3 13-18 marks Level 2 7-12 mark Level 1 0-6 marks</p> <p>AO3 [6]:</p> <p>Level 4 6 marks Level 3 4-5 marks Level 2 2-3 marks Level 1 0-1 mark</p> |

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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