

Advanced GCE

**GOVERNMENT AND POLITICS**

Unit F855: US Government and Politics

**Specimen Paper**

**F855QP**

Time: 2 hours

Additional Materials: Answer Booklet (...pages)



**INSTRUCTIONS TO CANDIDATES**

- Answer **two** questions.
- Write the numbers of the questions you answer on the front of your answer booklet.
- If you use additional sheets of paper, fasten these securely to your answer booklet.

**INFORMATION FOR CANDIDATES**

- The number of marks for each question is given in brackets [ ] at the end of each question.
- The total number of marks for this paper is **100**.
- You will be awarded marks in all questions for the quality of written communication including legibility, clarity of expression, structure, and presentation of ideas, spelling, punctuation and grammar.

**ADVICE TO CANDIDATES**

- Read each question carefully and make sure you know what you have to do before starting your answer.
- You are advised to spend 60 minutes answering each question.

This document consists of **3** printed pages and **1** blank page.

Answer **two** questions.

*You will be rewarded for your ability to draw together the knowledge, understanding and skills which you have acquired from your study of all parts of this course.*

*In answering each question, you should draw upon the knowledge and understanding gained from your study of Politics of both the UK and the United States. Where appropriate, you should also make reference to other political systems, as well as to the European Union.*

- 1 Analyse the reasons for the differences in power exercised by second chambers. [50]
- 2 'Devolved power has all the advantages of unitary systems but none of the disadvantages of federalism'. Discuss. [50]
- 3 Contrast the roles of third and minor parties in different political systems. [50]
- 4 Discuss the view that cabinets no longer matter. [50]
- 5 Compare and contrast the main influences on voting behaviour in modern elections. [50]
- 6 Discuss the extent to which different legislatures control the work of the executive. [50]
- 7 Assess the contribution of interest groups to democratic government. [50]
- 8 Examine the view that rights and liberties are most effectively defended by judiciaries. [50]

**Paper Total: [100]**

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## GENERAL MARKING INSTRUCTIONS

When marking, examiners must use both this mark scheme and the Assessment Matrix (over page).

### 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 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 differences.

### 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, they cannot be regarded as definitive and the professional judgement and training of individual examiners will inevitably 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.

Examiners must refer to the OCR booklet Instructions to Examiners issued in each examination session for details about administrative procedures.

The maximum mark for this paper is **100**.

## 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 of 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 correctly distinguish relevant and important factors 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 confident 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 will 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.

Question Number	Answer	Max Mark
1	<p><b>Analyse the reasons for the differences in power exercised by second chambers.</b></p> <p><i>Specification: legislatures: the role and power of second chambers.</i></p> <p><b>AO1 [20]; AO2 [24]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge of the roles and powers of the second chambers, Senate and House of Lords, and their contribution to the legislative and scrutiny processes of Parliaments.</p> <ul style="list-style-type: none"> <li>• They may display knowledge of the ways in which these second chambers are elected or appointed, and the amount of power they consequently exercise, in relation to lower houses.</li> <li>• They may display knowledge of their role in legislating, scrutinising government, and representation.</li> <li>• There may be specific case studies of contributions made to these processes.</li> <li>• They may display knowledge of the statutory or constitutional context in which second chambers operate.</li> <li>• Candidates draw upon their knowledge of different political systems studied in the whole GCE course.</li> <li>• Credit candidates who make appropriate references to political systems, processes and events beyond the UK, US and European Union if these are relevant and illuminating.</li> </ul> <p><b>AO2:</b> Candidates analyse the roles and differences in power of the second chambers in the US and UK, and the reasons for this.</p> <ul style="list-style-type: none"> <li>• They may analyse the unelected status of the British Upper House, as one reason for its more subordinate status.</li> <li>• They may display knowledge of constitutional statutes passed defining the power and role of the House of Lords.</li> <li>• They may analyse the federal character of the US Senate, and the expectation that it would uphold the rights of states.</li> <li>• They may analyse the powers of the Senate, in foreign policy, in legislation, in confirming appointments.</li> <li>• Candidates analyse relevant features of, and make connections between, different political systems studied in the whole GCE course.</li> <li>• Credit candidates whose analysis begins from the premise that the European Parliament is essentially the second chamber of the EU political system.</li> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of the American political system, its theoretical basis as well as contemporary practice, and a thorough understanding of how it operates. They demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view American politics from an American perspective, showing awareness of the particular issues affecting politicians in the United States.</li> </ul>	

Question Number	Answer	Max Mark
1 cont'd	<p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	[50]
2	<p><b>‘Devolved power has all the advantages of unitary systems but none of the disadvantages of federalism’. Discuss.</b></p> <p><i>Specification: constitutions: relationships between the centre and periphery: federal, devolved and unitary constitutions.</i></p> <p><b>AO1 [20]; AO2 [24]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge of the various systems of government in this context – federalism in the US, devolution in the UK, and unitary systems such as that in England.</p> <ul style="list-style-type: none"> <li>• They may display knowledge of the relationship between the centre and periphery as it works in the UK.</li> <li>• They may display knowledge of the features of federalism in the US, and perhaps in the EU.</li> <li>• They may display knowledge of the unitary form of government in England.</li> <li>• Candidates draw upon the knowledge of different political systems studied in the whole GCE course.</li> <li>• Credit candidates who make appropriate references to political systems, processes and events beyond the UK, US and European Union where these are relevant and illuminating.</li> </ul> <p><b>AO2:</b> Candidates discuss the advantages of different relationships between centre and periphery, arguing perhaps that federal and devolved systems are responsive to the public, allow self-government and act as laboratories of democracy, but may also involve confusion and policy difference.</p> <ul style="list-style-type: none"> <li>• Candidates may use more sophisticated analysis which may involve counterarguments, suggesting that unitary systems often seem remote, and undemocratic, or that federal systems have advantages over devolved systems.</li> <li>• Candidates analyse relevant features of, and make connections between, different political systems studied in the whole GCE course.</li> <li>• Credit candidates who provide relevant and appropriate analysis which makes use of other political systems studied.</li> </ul>	

Question Number	Answer	Max Mark
<p style="text-align: center;"><b>2</b> <b>cont'd</b></p>	<ul style="list-style-type: none"> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of the American political system, its theoretical basis as well as contemporary practice, and a thorough understanding of how it operates. They demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view American politics from an American perspective, showing awareness of the particular issues affecting politicians in the United States.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<p><b>[50]</b></p>
<p><b>3</b></p>	<p><b>Contrast the roles of third and minor parties in different political systems.</b></p> <p><i>Specification: political parties and pressure groups: two-party, multiparty and dominant-party systems.</i></p> <p><b>AO1 [20]; AO2 [24]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge of third and minor parties in the UK and US political systems and the reasons for their presence and vitality.</p> <ul style="list-style-type: none"> <li>• They may display knowledge of the different electoral systems used in countries such as Scotland and Wales, which may allow third or minor parties to flourish, or FPTP systems that help to preserve the two-party dominance.</li> <li>• They may display knowledge of the regional appeal of nationalist parties, or of parties in articulating an ideological position.</li> <li>• They may display knowledge of the contribution of third parties to government or opposition, or other roles.</li> <li>• Candidates draw upon the knowledge of different political systems studied in the whole GCE course.</li> <li>• Credit candidates who make appropriate references to political systems, processes and events beyond the UK, US and European Union where these are relevant and illuminating.</li> </ul>	

Question Number	Answer	Max Mark
<p style="text-align: center;"><b>3</b> <b>cont'd</b></p>	<p><b>AO2:</b> Candidates analyse the roles of third and minor parties in political systems.</p> <ul style="list-style-type: none"> <li>• They may analyse the number of parties as a function of the electoral system.</li> <li>• They may analyse the evanescent nature of third parties in the US, and the practice of the major parties in absorbing their policies after elections.</li> <li>• They may analyse the role of parties in a system such as their contribution to the articulation of regionalism/separatisms, or ideological fragmentation, or giving voice to modern disaffection from traditional parties, such as Scottish Socialist party, Respect, UKIP, or the Constitutional Action Party, Libertarian or Green parties.</li> <li>• Candidates analyse relevant features of, and make connections between, different political systems studied in the whole GCE course.</li> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of the American political system, its theoretical basis as well as contemporary practice, and a thorough understanding of how it operates. They demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view American politics from an American perspective, showing awareness of the particular issues affecting politicians in the United States.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<p><b>[50]</b></p>

Question Number	Answer	Max Mark
4	<p><b>Discuss the view that cabinets no longer matter.</b></p> <p><i>Specification: executives: Issues concerning the organisation of executives; contemporary issues concerning the role, and power of executives.</i></p> <p><b>AO1 [20]; AO2 [24]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge of the role, composition and contribution of cabinets to modern government in the UK and US.</p> <ul style="list-style-type: none"> <li>• They display knowledge of the role of other institutions such as the EXOP in the US, or informal bodies such as cabinet committees, or bilateral meetings in the UK.</li> <li>• They display knowledge of the role of individuals such as staffers.</li> <li>• They display knowledge of case studies illustrating the locus of power in government.</li> <li>• They display knowledge of theories of influence.</li> <li>• Candidates draw upon the knowledge of different political systems studied in the whole GCE course.</li> <li>• Credit candidates who make appropriate references to political systems, processes and events beyond the UK, US and European Union where these are relevant and illuminating.</li> </ul> <p><b>AO2:</b> Candidates discuss the proposition offered.</p> <ul style="list-style-type: none"> <li>• They may analyse the fact that British premiers have become more presidential in recent years and are, in certain circumstances, less constrained by cabinets.</li> <li>• They may analyse the increased role of advisors.</li> <li>• They may analyse the role of cabinets in the US, where there is no tradition of collective government.</li> <li>• They may analyse the importance of advisors, especially to the Bush Administration; and figures such as Cheney, Rove, Rice and Wolfowitz may be discussed.</li> <li>• Candidates may use more sophisticated analysis which discusses the proposition more convincingly, and they may analyse circumstances in which cabinets do matter, making reference, for example, to the increasing importance of Gordon Brown in the last years of the Blair governments.</li> <li>• Candidates analyse relevant features of, and make connections between, different political systems studied in the whole GCE course.</li> <li>• Credit candidates who analyse the role of cabinets in other systems, and analysis that begins from the premise that the EU Commission is the cabinet of the EU.</li> </ul>	

Question Number	Answer	Max Mark
<p style="text-align: center;"><b>4</b> <b>cont'd</b></p>	<ul style="list-style-type: none"> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of the American political system, its theoretical basis as well as contemporary practice, and a thorough understanding of how it operates. They demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view American politics from an American perspective, showing awareness of the particular issues affecting politicians in the United States.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<b>[50]</b>
<b>5</b>	<p><b>Compare and contrast the main influences on voting behaviour in modern elections.</b></p> <p><i>Specification: elections: theories of voting behaviour; contemporary issues associated with elections and voting behaviour.</i></p> <p><b>AO1 [20]; AO2 [24]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge of factors influencing modern elections and voting behaviour.</p> <ul style="list-style-type: none"> <li>• They may display specific knowledge of the results of recent elections, and the ways in which they are influenced by the media and campaign finance.</li> <li>• They may display knowledge of sociological factors, or other long-term factors.</li> <li>• They may display knowledge of short-term factors, campaigns, and the record of governments.</li> <li>• They may display knowledge of geographical distribution of votes.</li> <li>• They may display knowledge of theories of voting behaviour which attempt to frame electoral behaviour today.</li> <li>• They may display knowledge of trends of non-participation.</li> <li>• Candidates draw upon the knowledge of different political systems studied in the whole GCE course.</li> <li>• Credit candidates who make appropriate references to political systems, processes and events beyond the UK, US and European Union where these are relevant and illuminating.</li> </ul>	

Question Number	Answer	Max Mark
<p style="text-align: center;"><b>5</b> cont'd</p>	<p><b>AO2:</b> Candidates analyse factors in, and theories of, voting behaviour.</p> <ul style="list-style-type: none"> <li>• They may analyse the role of image and the role of finance where these are appropriate – especially in American elections.</li> <li>• They may analyse various factors common to political systems, such as the recent record of governments, or sociological factors.</li> <li>• They may refer to theories of voting behaviour.</li> <li>• Candidates may use more sophisticated analysis which continues from a discussion of various factors, and attempts to draw parallels and contrasts.</li> <li>• Candidates analyse relevant features of, and make connections between, different political systems studied in the whole GCE course.</li> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of the American political system, its theoretical basis as well as contemporary practice, and a thorough understanding of how it operates. They demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view American politics from an American perspective, showing awareness of the particular issues affecting politicians in the United States.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<p><b>[50]</b></p>
<p><b>6</b></p>	<p><b>Discuss the extent to which different legislatures control the work of the executive.</b></p> <p><i>Specification: legislatures: the relationships with the executive branch of government; executives: relationships with the legislative branch of government; contemporary issues concerning the role, and power of executives, authority and accountability.</i></p> <p><b>AO1 [20]; AO2 [24]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge of the ways in which the US Congress and British Parliament controls the work of the executive.</p> <ul style="list-style-type: none"> <li>• They may display knowledge of the various processes which do this – through: <ul style="list-style-type: none"> <li>○ legislation,</li> <li>○ committee work,</li> <li>○ special procedures such as impeachment, or votes of no-confidence.</li> </ul> </li> </ul>	

Question Number	Answer	Max Mark
6 cont'd	<ul style="list-style-type: none"> <li>• They may display knowledge of the way the EU parliament now superintends the appointment of EU Commissioners, or the proposal in the European constitutional treaty giving national parliaments a role in approving measures put forward by the Commission.</li> <li>• Candidates draw upon the knowledge of different political systems studied in the whole GCE course.</li> <li>• Credit candidates who make appropriate references to political systems, processes and events beyond the UK, US and European Union where these are relevant and illuminating.</li> </ul> <p><b>AO2:</b> Candidates discuss the effectiveness of methods used by legislatures to control executives.</p> <ul style="list-style-type: none"> <li>• They may analyse the effectiveness of Congressional checks through an examination of case studies such as: <ul style="list-style-type: none"> <li>○ treaties rejected, e.g. the Test Ban Treaty of 1999,</li> <li>○ legislation passed, or vetoes overturned, e.g. the Securities Bill of 1995,</li> <li>○ the rejection of appointments, e.g. Tower and Bork,</li> <li>○ the rejection of the recent plan to sell off American port authorities.</li> </ul> </li> <li>• Candidates may analyse attempts to hold the British Government to account, such as confidence votes, and rebellions in divisions.</li> <li>• They may analyse the European Parliament's role in the Buttiglione appointment, and over the Santer Commission's resignation in 1999.</li> <li>• Candidates analyse relevant features of, and make connections between, political systems studied in the whole GCE course.</li> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of the American political system, its theoretical basis as well as contemporary practice, and a thorough understanding of how it operates. They demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view American politics from an American perspective, showing awareness of the particular issues affecting politicians in the United States.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<b>[50]</b>

Question Number	Answer	Max Mark
7	<p><b>Assess the contribution of interest groups to democratic government.</b></p> <p><i>Specification: political parties and pressure groups: the function and power of pressure groups in a modern representative democracy.</i></p> <p><b>AO1 [20]; AO2 [24]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge of the contribution of interest groups to democracy, such as their role in articulating minority points of view.</p> <ul style="list-style-type: none"> <li>• They may use case studies of groups representing sections or issues.</li> <li>• They may display knowledge of the way in which groups influence government.</li> <li>• They may display knowledge of theories of pressure group behaviour.</li> <li>• They may display knowledge of recent issues in which interest groups have been involved, such as: <ul style="list-style-type: none"> <li>○ their contribution to commissions considering government proposals,</li> <li>○ financial contributions made to parties' or candidates' election funding,</li> <li>○ activity objecting to existing proposals.</li> </ul> </li> <li>• They may display knowledge of group organisation and activity in Brussels.</li> <li>• Candidates draw upon the knowledge of political systems studied in the whole GCE course.</li> <li>• Credit candidates who make appropriate references to political systems, processes and events beyond the UK, US and European Union where these are relevant and illuminating.</li> </ul> <p><b>AO2:</b> Candidates analyse the contribution of groups to the working of democratic government.</p> <ul style="list-style-type: none"> <li>• They may analyse the various ways in which groups enhance democracy, in supplying information, in allowing counter-cultural points of view to be heard, in allowing minorities to contribute to the democratic process.</li> <li>• They may analyse the ways in which groups might subvert the democratic process, by short-circuiting the electoral process, or when the influence of minorities outweighs that of majorities.</li> <li>• Candidates analyse relevant features of, and make connections between, different political systems studied in the whole GCE course.</li> </ul>	

Question Number	Answer	Max Mark
<p style="text-align: center;"><b>7</b> <b>cont'd</b></p>	<ul style="list-style-type: none"> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of the American political system, its theoretical basis as well as contemporary practice, and a thorough understanding of how it operates. They demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view American politics from an American perspective, showing awareness of the particular issues affecting politicians in the United States.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<b>[50]</b>
<b>8</b>	<p><b>Examine the view that rights and liberties are most effectively defended by judiciaries.</b></p> <p><i>Specification: civil rights and liberties: issues concerning the adequacy of governmental arrangements for the effective protection of majority and minority rights.</i></p> <p><b>AO1 [20]; AO2 [24]; AO3 [6]</b></p> <p><b>AO1:</b> Candidates display knowledge of rights and liberties and their defence in various settings.</p> <ul style="list-style-type: none"> <li>• They may display knowledge of Bills of Rights, or other constitutional prescriptions of rights and their interpretation by Courts in countries such as the USA.</li> <li>• They may display knowledge of cases such as <i>Hamdan 2006</i>, or earlier rulings, such as <i>Hamdi, Rasul</i>.</li> <li>• They may display knowledge of rights as they have historically been grounded and defended, in the UK.</li> <li>• They may display knowledge of the increasing importance of the incorporation of the ECHR into British law, and a working of case studies which are germane in this context, such as the Belmarsh detainees ruling in Dec 2004.</li> <li>• They may display knowledge of the security measures recently taken by governments at the expense of rights and liberties, such as the Patriot Act, or the controversial legislation passed by the British Parliament in November 2005.</li> <li>• They may display knowledge of the attempt to give the ECJ a competence in rights and liberties through the European Constitution.</li> <li>• Candidates draw upon the knowledge of different political systems studied in the whole GCE course.</li> <li>• Credit candidates who make appropriate references to political systems, processes and events beyond the UK, US and European Union where these are relevant and illuminating.</li> </ul>	

Question Number	Answer	Max Mark
<p><b>8</b> <b>cont'd</b></p>	<p><b>AO2:</b> Candidates analyse the ways that rights and liberties are most effectively defended, and principally the role of judiciaries in this.</p> <ul style="list-style-type: none"> <li>• They may analyse the defence of rights by judicial interpretation of a Bill of Rights. Balanced analysis may include study of the role of parliaments or other assemblies, and discussion of the importance of their role when parliament is sovereign.</li> <li>• They may analyse the role of courts and judges in interpreting law or constitutions, maybe suggesting that putting the rights into written form is not in itself enough.</li> <li>• They may analyse the recent actions of governments in passing security measures which limit rights, and their mindfulness of the rule of law.</li> <li>• They may analyse recent calls to limit the power of judiciaries in the US.</li> <li>• Candidates analyse relevant features of, and make connections between, different political systems studied in the whole GCE course.</li> <li>• To reach the top of Level 4, candidates demonstrate appropriate knowledge of the American political system, its theoretical basis as well as contemporary practice, and a thorough understanding of how it operates. They demonstrate sophisticated analytical skills, in particular the ability to argue and support a case, clearly and succinctly, showing genuine awareness and understanding of alternative views. Candidates demonstrate the ability to view American politics from an American perspective, showing awareness of the particular issues affecting politicians in the United States.</li> </ul> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</p>	<p>[50]</p>
<b>Paper Total</b>		<b>[100]</b>

**Assessment Objectives Grid**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
1/2/3/4/5/6/7/8	20	24	6	50
1/2/3/4/5/6/7/8	20	24	6	50
<b>Totals</b>	<b>40</b>	<b>48</b>	<b>12</b>	<b>100</b>

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