

# **Government and Politics**

Advanced GCE

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

## **Mark Scheme for January 2013**

---

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

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

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

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

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

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

© OCR 2013

## 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><b>AO1:</b> Candidates should display knowledge and understanding of the congressional checks on the presidency.</p> <p>These may include some of the following:</p> <ul style="list-style-type: none"> <li>• the ratification of treaties (Senate)</li> <li>• confirmation of appointments (Senate)</li> <li>• oversight and scrutiny</li> <li>• the power of the purse</li> <li>• impeachment</li> <li>• declaration of war</li> <li>• override of president's veto</li> <li>• legislative powers.</li> </ul>	10	<p><b>AO1:</b> At the top of Level 4, candidates will be able to make 4 or 5 points about congressional checks on the presidency. In order to reach this higher mark band, the candidate should make specific reference to recent developments.</p> <p>Level 3 for candidates who display a good understanding of relevant concepts, ideas and political developments relating congressional checks on the presidency.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political developments relating to congressional checks on the presidency.</p> <p>Level 3 for a basic and generalised knowledge with only a few points of relevance relating to congressional checks on the presidency.</p> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 4 and use 2 as a default mark.</li> <li>• At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The answer will lack focus and be disorganised.</li> </ul>	<p><b>AO1 [8]:</b></p> <p>Level 4 7 – 8 marks Level 3 5 – 6 marks Level 2 3 – 4 marks Level 1 0 – 2 marks</p> <p><b>AO3 [2]:</b></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>Expect candidates to consider the factors which influence presidential power. This may include discussion of some of the following:</p> <ul style="list-style-type: none"> <li>the constitutional powers of the presidency</li> <li>the system of checks and balances and the separation of powers</li> <li>the nature of the congress in terms of party discipline following recent elections</li> <li>the nature of the foreign and domestic crises faced by Bush and Obama and the response to congress</li> <li>the impact of public opinion and approval ratings</li> <li>the role of the media</li> <li>discussion of developments such as the Tea Party Movement, budget negotiations and consensus on domestic and foreign policies</li> <li>concepts such as the “reimperialisation” of the presidency, lame duck presidencies, the dual presidency.</li> </ul>	15	<p><b>AO2:</b> To reach the top of Level 4, candidates will be able to present a balanced consideration of the nature of presidential power. It does not matter which point of view they agree with so long as this conclusion is justified by their discussion.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of presidential powers.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of presidential powers.</p> <p>Level 1 for a basic attempt to explain simpler points central to the question and to recognise and describe few viewpoints relating to the powers of the presidency.</p> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>Expect most candidates to reach Level 4 and use 3 as a default mark.</li> <li>Marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay.</li> <li>At Level 4, 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.</li> </ul>	<p><b>AO2 [12]:</b></p> <p>Level 4 10 – 12 marks Level 3 7 – 9 marks Level 2 4 – 6 marks Level 1 0 – 3 marks</p> <p><b>AO3 [3]:</b></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
					<ul style="list-style-type: none"> <li>At level 3/2 arguments will not be so clearly separated and although identified, they may be fused together in a single paragraph.</li> <li>At Level 1, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
2		<p><b>AO1:</b> Candidates should display knowledge and understanding of the process for selecting major party presidential candidates in general and in 2012 in particular.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> <li>• the ‘invisible primary’</li> <li>• primaries and caucuses</li> <li>• frontloading</li> <li>• the role of money and the media</li> <li>• the importance of Iowa and New Hampshire</li> <li>• the changing role of national party conventions and the role of super delegates.</li> </ul> <p>Examples can be drawn of course from other elections.</p> <p>Alternative methods of choosing candidates and proposed reforms to the nomination system could be outlined.</p> <p><b>AO2:</b> Expect candidates to analyse the presidential candidate selection process in a balanced fashion putting forward both its merits and demerits.</p> <p>In the former category, candidates should be able to assess recent nomination contests. They may refer to: the interest created by the</p>	25	<p><b>AO1:</b> To reach the top of Level 4, candidates will display a good knowledge of the experiences in recent presidential elections. Discussion of events in 2012 will be rewarded. Better candidates may be able to identify differences between the systems used by both parties.</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><b>AO2:</b> To reach the top of Level 4, candidates will apply developments during the 2012 nomination contests to both arguments for and against the merits of the primaries. Discussion of third party candidates will not be relevant.</p>	<p><b>AO1 [10]:</b> Level 4 9 – 10 marks Level 3 6 – 8 marks Level 2 3 – 5 marks Level 1 0 – 2 marks</p> <p><b>AO2 [10]:</b> 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>contests and the levels of participation; the problems of the 'smoke filled rooms' and the role of the 'party bosses' before 1972; the role played by New Hampshire and Iowa; the ability of super delegates or otherwise to provide peer group review; the value of media scrutiny; the ability of outsiders to challenge for the nomination; the test of stamina and character.</p> <p>In terms of demerits, it could be argued: Iowa and New Hampshire still have too much importance and that they are unrepresentative; the impact of frontloading ('super-duper Tuesday' in 2008) and the benefits this confers to those with money and national profile; the impact of the media; negative advertising and the impact upon party unity; the absence of peer group review and the triumph of telegenic qualities over political skills.</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><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 4 as a default mark.</li> <li>• 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.</li> <li>• 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.</li> <li>• At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [5]:</b></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
3			<p><b>AO1:</b> Candidates should display knowledge and understanding of pressure groups in American politics which may include:</p> <ul style="list-style-type: none"> <li>• definitions and examples</li> <li>• functions (participation and representation, protection of minority rights etc)</li> <li>• their role in the legislative process (lobbying, provision of information and expertise, contributions to committee proceedings etc)</li> <li>• PACs/527 groups and the role of money in presidential and congressional electoral campaigns</li> <li>• theories of pressure groups within a democratic system (pluralism/Dahl, elitism/ C Wright Mills, new right and public choice/Olsen and corporatism)</li> <li>• Recent Supreme Court cases relating to pressure groups such as FEC v Wisconsin and Citizens United v FEC, DC v Heller and McDonald v Chicago</li> <li>• The role of interest groups in health care reform and the 2010 mid term elections</li> <li>• Concepts such as the military industrial complex and corporate socialism.</li> </ul>	25	<p><b>AO1:</b> To reach the top of Level 4, candidates will be able to outline the role played pressure groups. The ability of candidates to provide a range of US examples is likely to be the key discriminator between the levels on this question.</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><b>AO1 [10]:</b> 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><b>AO2:</b> Expect candidates to discuss the reasons why pressure groups play an important role in US government and politics. This may include discussion of their influence on all three branches of federal government and their other functions: on Congress (members and committees) in order to influence legislation, confirmation of appointments and votes; on the executive branch (White House as well as Executive Departments and Agencies) in order to influence the policy making and regulatory work of government; on the Supreme Court to influence decisions.</p> <p>Reference may be made to roles such as participation and representation, education, scrutiny etc.</p>		<p><b>AO2:</b> To reach the top of Level 4, candidates will be able to provide a balanced answer to the actual question rather than reciting the traditional arguments for and against pressure groups. Their role in the 2010 election (and 2012 nominations?), banking crisis and foreign policy determination might be countered by Obama's successful passage of health care reform (in contrast to Clinton's failure in 1993).</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><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 4 as a default mark.</li> <li>• 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.</li> <li>• 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.</li> <li>• At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO2 [10]:</b> Level 4 9 – 10 marks Level 3 6 – 8 marks Level 2 3 – 5 marks Level 1 0 – 2 marks</p> <p><b>AO3 [5]:</b> 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><b>AO1:</b> Candidates should display knowledge and understanding of the Constitution and the amendment process.</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>the original intent of the Founding Fathers</li> <li>the separation of powers and checks and balances</li> <li>the Bill of Rights</li> <li>other amendments to the Constitution</li> <li>the amendment process and the role of the Congress and the states</li> <li>failed amendments relating to issues such as same sex unions, balanced budgets, flag burning, women’s rights, voting rights for Washington DC etc</li> <li>cases from the Supreme Court that have acted to amend and update the Constitution such as Lawrence v Texas, Reno v ACLU</li> <li>Congressional acts that have served the same purpose such as the Voting Rights Act.</li> </ul> <p><b>AO2:</b> Expect candidates to examine a range of factors which explain the paucity of amendments to the US Constitution.</p> <p>These may include: the difficulties of the amendment process and the impact of time constraints; the ‘veneration’ of the Constitution;</p>	25	<p><b>AO1:</b> To reach the top of Level 4, candidates will be able to discuss in detail a range of 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><b>AO1 [10]:</b></p> <p>Level 4 9 – 10 marks Level 3 6 – 8 marks Level 2 3 – 5 marks Level 1 0 – 2 marks</p> <p><b>AO2 [10]:</b></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
			the '50:50' nature of US public opinion and problems of consensus; the role of the Supreme Court via the power of judicial review in applying the Constitution to contemporary America; failed amendments in the past; the elastic clauses and relative brevity of the Constitution.		<p>prohibition alone does not go far in explaining failure of amendments proposals today.</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><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 4 as a default mark.</li> <li>• 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.</li> <li>• 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.</li> <li>• At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [5]:</b></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
5			<p><b>AO1:</b> Candidates should display knowledge and understanding of the functions and powers of the Senate and the House.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> <li>• sizes, terms and structures of the chambers</li> <li>• exclusive powers held by the Senate re: advice and consent powers relating to treaties and appointments, its role in the impeachment process</li> <li>• exclusive powers held by the House re: initiation of money bills and the impeachment process</li> <li>• Shared powers re: the power of the purse, constitutional amendments, declarations of war, approval of legislation and scrutiny</li> <li>• examples to illustrate the above such as Obama's appointments to the Supreme Court and health care reform.</li> </ul> <p><b>AO2:</b> Expect candidates to contrast the roles played by the two chambers.</p>	25	<p><b>AO1:</b> 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><b>AO1 [10]:</b> Level 4 9 – 10 marks Level 3 6 – 8 marks Level 2 3 – 5 marks Level 1 0 – 2 marks</p> <p><b>AO2 [10]:</b> 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>On the one hand the Senate can be argued to be the more powerful and prestigious chamber due to the exclusive powers mentioned above and its role as a launch pad for the presidency in recent elections (Obama, Clinton and McCain in 2008).</p> <p>The importance of the House though can be considered through discussion of its exclusive powers and the need for agreement on legislation.</p> <p>Contrasts with the UK legislature and its bicameral arrangements may provide good scope for an appreciation of the respective roles of the two chambers.</p>		<p>will go beyond a one sided view that the Senate is the more powerful chamber. 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><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 4 as a default mark.</li> <li>• 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.</li> <li>• 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.</li> <li>• At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [5]:</b> 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
6		<p><b>AO1:</b> Candidates will display knowledge and understanding of the appointment process.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> <li>• frequency and tenure</li> <li>• the role of the Court</li> <li>• institutions involved in the appointment process which may include the president, Justice Department, FBI, Senate, (Senate Judiciary Committee and potential use of the filibuster in the absence of the super majority needed for a cloture vote), pressure groups (ABA and Federalist Society for GW Bush), the media and public opinion</li> <li>• personal factors (gender, race and religion) relating to potential appointments.</li> </ul> <p>This may be related to Obama's nominations of Sotomayor and Kagan.</p> <p>Expect most to focus on the political outlook of the president and the potential to leave a legacy upon the Court.</p> <p><b>AO2:</b> Expect candidates to assess the method by which appointments are made to the Court.</p> <p>Most will focus on the president's power of</p>	25	<p><b>AO1:</b> To reach the top of Level 4, expect a discussion of the most recent appointments made by Obama and reference to those made by GW Bush including the controversy surrounding the nomination of Miers.</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><b>AO2:</b> To reach the top of Level 4, candidates will be able to assess a range of factors which consider the democratic justification for the system in a democracy. Comparison with the</p>	<p><b>AO1 [10]:</b> Level 4 9 – 10 marks Level 3 6 – 8 marks Level 2 3 – 5 marks Level 1 0 – 2 marks</p> <p><b>AO2 [10]:</b> 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>nomination and consider attempts to shape the Court and create an 'echo chamber'. This may invite a consideration of the role of political ideology and the jurisprudence of nominees.</p> <p>This can be balanced against the role of the Senate Judiciary Committee and full Senate and the importance of other factors in the process such as experience and qualifications.</p> <p>The independence of the judiciary and individual justices (such as Souter) could also be brought into play.</p>		<p>Judicial Appointment Commission in the UK will help establish the politicisation of the judicial appointments in the US.</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><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 4 as a default mark.</li> <li>• 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.</li> <li>• 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.</li> <li>• At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [5]:</b></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><b>AO1:</b> Candidates should display knowledge and understanding of the role of the Supreme Court in defending civil rights and liberties. This will include reference to the Bill of Rights and cases from the Court.</p> <p>Answers may follow the amendments as detailed in the Constitution or take a more issue based approach discussing rights in some of the following: race, religion, gender, sexual orientation, freedom of speech and expression.</p> <p>Look for a good range of well-worked and up to date examples such as (at the time of writing) McDonald v Chicago and developments in California relating to same-sex unions.</p> <p>Reference may be made to landmark rulings from the past. Expect Brown v Board of Education and Roe v Wade. In order to reach the higher mark bands however candidates should go beyond rulings from the Warren Court and Burger Courts. Better candidates will display a knowledge and understanding of the Rehnquist and Roberts Courts, their composition and voting blocs.</p> <p><b>AO2:</b> Expect candidates to evaluate the effectiveness of the Supreme Court in safeguarding rights and liberties. This will include the Supreme Court's use of judicial review.</p>	25	<p><b>AO1:</b> To reach the top of Level 4, candidates may separate rights and liberties into categories such as political rights or the rights of the accused. There will be a wide range of examples to illustrate arguments with reference to developments after 9/11.</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><b>AO2:</b> To reach the top of Level 4, candidates will consider the case for and against the Court. This may invite references to other branches of federal government. There will</p>	<p><b>AO1 [10]:</b> Level 4 9 – 10 marks Level 3 6 – 8 marks Level 2 3 – 5 marks Level 1 0 – 2 marks</p> <p><b>AO2 [10]:</b> 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>Arguments should be separated to illustrate those instances where the Court has defended liberties and rights (such as above) and in others such as Miranda, Gideon and more recent rulings (Lawrence v Texas) and cases where rights have not been protected, eg Arizona v Fulminante (admissible evidence), Gonzales v Carhart (partial birth abortion), Gratz v Bollinger and Adarand v Peña (affirmative action). This may invite discussion of whose rights are being protected and the impact of the equal protection clause in issues relating to positive discrimination cases.</p> <p>Discussion may extend to the limited enforcement powers of the Court and the need for further support in order to protect rights (from the legislature and executive, the need for a rights culture). The impact of the Bush and Obama appointments and the present outlook of the Court with the pivotal role of Justice Kennedy too, would provide great scope for discussion of key issues.</p>		<p>be an attempt to reach a judgement. This may invite consideration of other factors such as the role played by political culture, the media and pressure groups.</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><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 4 as a default mark.</li> <li>• 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.</li> <li>• 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.</li> <li>• At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [5]:</b></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><b>AO1:</b> Candidates should display knowledge and understanding of the role of political parties.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> <li>• functions such as participation, representation, mobilisation, candidate recruitment, the provision of ideological choice</li> <li>• theories of decline and revival</li> <li>• the impact of the primaries</li> <li>• ideological convergence</li> <li>• the rise of pressure groups such as the Tea Party movement</li> <li>• increased polarisation and partisanship in the Congress</li> <li>• the role of parties in the 2010 mid term elections and 2012 presidential and congressional elections.</li> </ul> <p><b>AO2:</b> Expect candidates to provide a balanced assessment of the role of parties in US government and politics today.</p> <p>The use of soft money, training, the need for party labels for electoral purposes linked to the failure of independent candidates, the role of super delegates, increased partisanship in congressional voting, the emergence of red-blue America and ideological divergence, could be used as evidence of party revival.</p>	25	<p><b>AO1:</b> To reach the top of Level 4, candidates will discuss a range of functions which will help support arguments relating to decline and renewal. Reference will be made to contemporary examples to support relevant argument.</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><b>AO2:</b> To reach the top of Level 4, candidates will attempt to provide a balanced answer to the question and attempt to reach some form of judgement with regard to the functions of parties today.</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><b>AO1 [10]:</b> Level 4 9 – 10 marks Level 3 6 – 8 marks Level 2 3 – 5 marks Level 1 0 – 2 marks</p> <p><b>AO2 [10]:</b> 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>Alternatively, declining party registration and voter turnout, the rise of candidate centred politics, the role of PACs and impact of campaign finance laws, the constituency focus of representatives and ideological convergence, could all be used to support the view that parties are in decline.</p> <p>The Tea Party movement provides an interesting case study of new social movements and anti party establishment/ Washington sentiment.</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><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 4 as a default mark.</li> <li>• 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.</li> <li>• 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.</li> <li>• At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [5]:</b></p> <p>Level 4     5 marks  Level 3     4 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.

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2013

