

# **Government and Politics**

Advanced GCE

Unit **F855**: US Government and Politics

## **Mark Scheme for January 2013**

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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><b>AO1:</b> Candidates should display knowledge of the theories of voting behaviour.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> <li>models of voting behaviour such as rational choice, socialisation, issue voting, retrospective and prospective voting and the dominant ideology model</li> <li>voting in recent elections</li> <li>statistics to illustrate trends</li> <li>terms and concepts such as dealignment, filter and reinforcement effects, floating and independent voters, tactical voting, consumer and recency models.</li> </ul> <p><b>AO2:</b> Expect candidates to discuss the adequacy of voting behaviour theories.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> <li>the impact of dealignment</li> <li>the levels of alignment which remain</li> </ul>	50	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>To reach L4, candidates will have a thorough and accurate knowledge and understanding of voting behaviour theories and trends in recent elections.</li> <li>L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political developments relating to voting behaviour.</li> <li>L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political developments relating to voting behaviour.</li> <li>L1 for a basic and generalised knowledge with only a few points of relevance. There may be no reference to the theories and recent elections.</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>To reach L4, candidates should provide an answer which has a sharp focus on the question. They will attempt to consider how each theory does not have universal applicability.</li> </ul>	<p><b>AO1 [20]:</b></p> <p>Level 4 16–20 marks Level 3 11–15 marks Level 2 6–10 marks Level 1 0–5 marks</p> <p><b>AO2 [24]:</b></p> <p>Level 4 19–24 marks Level 3 13–18 marks Level 2 7–12 marks Level 1 0–6 marks</p>

Question		Answer	Marks	Guidance									
				Content	Levels of response								
		<ul style="list-style-type: none"> <li>the role played by short term factors such as personality, policies and track record</li> <li>the role played by long term factors such as race, gender, religion and region</li> <li>the impact of the media with differences between broadcasting, publishing and new media</li> <li>volatility</li> <li>low voter turnout.</li> </ul>		<ul style="list-style-type: none"> <li>L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to voting behaviour.</li> <li>L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to voting behaviour. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints.</li> <li>L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. There will be a tendency to list influential factors and not link these to the theories.</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>Expect most candidates to reach L3 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 L4, candidates will have made use good use of paragraphs to separate their arguments and have</li> </ul>	<p><b>AO3 [6]:</b></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
Level 4	6 marks												
Level 3	4–5 marks												
Level 2	2–3 marks												
Level 1	0–1 mark												

Question			Answer	Marks	Guidance	
					Content	Levels of response
					used the introduction and conclusion to good effect.	
					<ul style="list-style-type: none"> <li>At L2 and below, 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 of party systems.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> <li>• two party, multi-party and dominant party systems</li> <li>• electoral systems: plurality, majoritarian, proportional and hybrid</li> <li>• the outcome of recent elections</li> <li>• the composition of legislatures such as in the devolved assemblies and the European Parliament</li> <li>• ideologies</li> <li>• the composition of various societies in terms of racial, religious, historical, cultural and linguistic cleavages.</li> </ul> <p><b>AO2:</b> Expect candidates to assess the impact of electoral systems upon party systems.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> <li>• the penalisation of third and smaller parties under plurality and majoritarian systems</li> <li>• the impact of proportional systems</li> <li>• the role played by the PR element in hybrid systems</li> </ul>	50	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• To reach L4, candidates will have a thorough and accurate knowledge and understanding of party systems and electoral systems.</li> <li>• L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems.</li> <li>• L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</li> <li>• L1 for a basic and generalised knowledge with only a few points of relevance. Scant knowledge of party and electoral systems.</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• To reach L4, candidates should provide a balanced answer and maintain a sharp focus on the question. Arguments will discuss a variety of party systems.</li> <li>• L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to party systems.</li> </ul>	<p><b>AO1 [20]:</b></p> <p>Level 4      16–20 marks Level 3      11–15 marks Level 2      6–10 marks Level 1      0–5 marks</p> <p><b>AO2 [24]:</b></p> <p>Level 4      19–24 marks Level 3      13–18 marks Level 2      7–12 marks Level 1      0–6 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> <li>the role played by ideology</li> <li>the role played by sociological factors such as religion and language</li> <li>other factors may also be included such as the tendency of an issue to divide into two opposing sides and even the shape of a chamber</li> <li>the convergence of ideologies may be linked to electioneering or Marxist viewpoints of a dominant ideology/false consciousness.</li> </ul>		<ul style="list-style-type: none"> <li>L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to party systems. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints.</li> <li>L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. Candidates will tend not to link party systems to electoral systems.</li> </ul> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>Expect most candidates to reach L3 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 L4, candidates will have made use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>At L2 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 [6]:</b></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
3		<p><b>AO1:</b> Candidates should display knowledge of the roles played by pressure groups in the USA and the UK.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> <li>• examples of pressure groups</li> <li>• the methods used by pressure groups</li> <li>• levels of voter turnout and party membership</li> <li>• the frequency of elections and the use of referendums</li> <li>• campaign finance</li> <li>• the legislative process</li> <li>• examples of links to bureaucracies such as insider status, iron triangles and issue networks</li> <li>• examples of theories relating to the role played by pressure groups in a democracy such as pluralism, elitism, corporatism and New Right views.</li> </ul> <p><b>AO2:</b> Expect candidates to evaluate the roles by pressure groups in the US and the UK within a democratic framework.</p> <p>This may include a discussion of some of the following:</p> <ul style="list-style-type: none"> <li>• the extent to which pressure groups provide for participation and representation</li> </ul>	50	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• To reach L4, candidates will have a thorough and accurate knowledge and understanding of pressure groups, their activities and democratic theories relating to pressure groups.</li> <li>• L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems.</li> <li>• L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</li> <li>• L1 for a basic and generalised knowledge with only a few points of relevance.</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• To reach L4, candidates should provide a balanced answer and maintain a sharp focus on the question. Essays will attempt to compare and contrast the impact and roles of pressure groups in the UK and the USA. Consideration of the criteria for the pluralist and</li> </ul>	<p><b>AO1 [20]:</b></p> <p>Level 4      16–20 marks  Level 3      11–15 marks  Level 2      6–10 marks  Level 1      0–5 marks</p> <p><b>AO2 [24]:</b></p> <p>Level 4      19–24 marks  Level 3      13–18 marks  Level 2      7–12 marks  Level 1      0–6 marks</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> <li>the help given to government in terms of expertise</li> <li>an assessment of the educative and informative, scrutiny and accountability functions</li> <li>the closeness of governments to pressure groups</li> <li>the applicability of democratic theories such as elitism and pluralism, corporatism and New Right views to a political system</li> <li>the role played by pressure groups in elections and in the legislative process</li> <li>the decline of party membership and voter turnout</li> <li>the frequency of elections.</li> </ul>		<p>elitist models could be critical in providing a good answer.</p> <ul style="list-style-type: none"> <li>L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues.</li> <li>L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints.</li> <li>L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. Essays may tend to recite some of the arguments for and against pressure groups in a democracy without much reference to the actual question. Only one country may be considered.</li> </ul>	

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach L3 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 L4, candidates will have made use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>• At L2 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 [6]:</b></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><b>AO1:</b> Candidates should display knowledge of the protection of rights and the roles played by governments and judiciaries.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> <li>• rights as outlined in the Bill of Rights and the ECHR</li> <li>• social rights such as education, health and welfare</li> <li>• positive, negative and natural rights</li> <li>• legislation relating to rights such as Patriot Act (I &amp; II 2001 and 2011), Counter-Terrorism Act 2008, Terrorism Act 2006, Prevention of Terrorism Act 2005</li> <li>• non-terrorist related legislation such as the Human Rights Act 1998 and Civil Rights legislation</li> <li>• case studies such as waterboarding, Guantánamo Bay, Bradley Manning, special rendition, Binyam Mohamed, internment in Belmarsh prison, control orders/T-PIMS, deportation to countries where torture is used and the rights of asylum seekers</li> <li>• rulings from the courts</li> <li>• examples of pressure groups such as the ACLU and Liberty.</li> </ul>	50	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• To reach L4, candidates will have a thorough and knowledge and understanding of rights and their protection.</li> <li>• L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems.</li> <li>• L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</li> <li>• L1 for a basic and generalised knowledge with only a few rights being mentioned and scant knowledge of legislative and judicial actions.</li> </ul>	<p><b>AO1 [20]:</b></p> <p>Level 4      16–20 marks Level 3      11–15 marks Level 2      6–10 marks Level 1      0–5 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p><b>AO2:</b> Expect candidates to evaluate the roles played by governments and judiciaries in the protection of rights of majorities and individuals.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> <li>the nature of rights and the positive and negative distinction</li> <li>the aims of government to protect the majority</li> <li>an evaluation of the legislation passed by governments to counter terrorism</li> <li>an evaluation of rulings from the Court in cases such as Boumediene v Bush, Rasul v Bush and Hamdi v Rumsfeld</li> <li>other rights such as those relating to the accused, death penalty, privacy, abortion and right to bear arms.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>To reach L4, candidates should provide a balanced answer and maintain a sharp focus on the question. The best answers will attempt to consider the difference between majority and individual rights and discuss whether governments have protected majority rights.</li> <li>L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the protection of rights.</li> <li>L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints.</li> <li>L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. The roles played by governments and judiciaries may not be differentiated.</li> </ul>	<p><b>AO2 [24]:</b></p> <p>Level 4      19–24 marks                      Level 3      13–18 marks                      Level 2      7–12 marks                      Level 1      0–6 marks</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach L3 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 L4, candidates will have made use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>• At L2 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 [6]:</b></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
5		<p><b>AO1:</b> Candidates should display knowledge of the written and uncodified constitutions.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> <li>• the sources, nature and role of constitutions</li> <li>• amendments and the amendment process</li> <li>• recent constitutional reforms in the UK</li> <li>• Bills of rights</li> <li>• the role of courts in interpretation and judicial review</li> <li>• rulings from constitutional courts</li> <li>• examples of rigidity and flexibility</li> <li>• detail of the wording and content of written constitutions</li> <li>• references to the EU: treaties and failed constitution.</li> </ul> <p><b>AO2:</b> Expect candidates to evaluate the case for and against a written constitution for the UK.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> <li>• constitutional issues in the UK and the need for further reform such as:</li> </ul>	50	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• To reach L4, candidates will have a thorough and accurate knowledge and understanding of written and uncodified constitutions. There may be references to both the ECJ and the ECHR.</li> <li>• L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political developments such as the EU Constitution.</li> <li>• L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</li> <li>• L1 for a basic and generalised knowledge with only a few points of relevance relating to written constitutions.</li> </ul> <p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• To reach L4, candidates should provide a balanced answer and maintain a sharp focus on the question. Emphasis needs to be placed on the need for reform today rather than a recitation of the traditional arguments for and against a written constitution which</li> </ul>	<p><b>AO1 [20]:</b></p> <p>Level 4      16–20 marks Level 3      11–15 marks Level 2      6–10 marks Level 1      0–5 marks</p> <p><b>AO2 [24]:</b></p> <p>Level 4      19–24 marks Level 3      13–18 marks Level 2      7–12 marks Level 1      0–6 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> <li>- executive power and parliamentary subservience</li> <li>- the West Lothian question and devolution/independence issues</li> <li>- House of Lords reform</li> <li>- the debate surrounding a 'British bill of rights'</li> <li>- the use of the Royal Prerogative</li> <li>- the strength of conventions</li> <li>- the role and power of the judiciary</li> <li>- levels of political participation and cynicism</li> <li>- the 'half-baked'/'patchwork quilt' nature of recent reforms</li> <li>• arguments relating to written constitutions such as:                             <ul style="list-style-type: none"> <li>- the brevity of the US Constitution</li> <li>- the wording of the US Constitution</li> <li>- the room for interpretation of 'elastic clauses' such as those relating to 'inter-state commerce' and 'general welfare'</li> <li>- the powers this gives to the Supreme Court and its democratic status</li> </ul> </li> </ul>		<p>is not placed in a comparative or a contemporary context.</p> <ul style="list-style-type: none"> <li>• Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to written constitutions.</li> <li>• L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to written constitutions. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints.</li> <li>• L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. There is likely to be vagueness and little reference to detail.</li> </ul>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> <li>– the evolution of the Constitution without amendment with regard to presidential power and federalism</li> <li>– evolution of the US Constitution via Supreme Court rulings</li> <li>• the detail in the proposed EU Constitution</li> <li>• the impact of a bill of rights</li> <li>• the clarity of a written constitution and protection offered by entrenchment.</li> </ul> <p>Counter arguments could include reference to:</p> <ul style="list-style-type: none"> <li>• problems of drafting, in terms of authors, contents and timing</li> <li>• flexibility</li> <li>• empowerment of an unelected, unaccountable judiciary</li> <li>• Norton’s “unnecessary, undesirable and unachievable” arguments.</li> </ul>		<p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach L3 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 L4, candidates will have made use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>• At L2 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 [6]:</b></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
6		<p><b>AO1:</b> Candidates display knowledge of the functions of legislatures.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> <li>• checks and balances and the separation of powers</li> <li>• parliamentary and congressional procedures: PM and ministers' questions, Departmental Select Committees, debates; appointments, impeachment and treaties, Congressional committees and hearings.</li> </ul> <p>Details of other functions:</p> <ul style="list-style-type: none"> <li>• legislative</li> <li>• representative: details of the composition of legislative chambers</li> <li>• the role of parties</li> <li>• factors influencing voting in legislature</li> <li>• the role played by the EP and procedures and institutions at play in EU law making</li> <li>• Ordinary legislative procedure and Special legislative procedure</li> <li>• codecision and cooperation procedures pre Lisbon and Amsterdam treaties respectively.</li> </ul>	50	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• To reach L4, candidates should provide a balanced answer and maintain a sharp focus on the question. There will be an attempt to assess the worth of the scrutiny function in different political systems.</li> <li>• L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues.</li> <li>• L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints.</li> <li>• L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.</li> </ul>	<p><b>AO1 [20]:</b></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><b>AO2:</b> Expect candidates to assess the importance of scrutiny as a legislative function.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> <li>the powers of executives</li> <li>the role of parties in the legislature</li> <li>the legislative process</li> <li>the impact of differing constitutional arrangements in the USA, UK and the EU on the roles of legislatures</li> <li>the impact of electoral systems on the representative function</li> <li>the importance of social composition of legislatures in the representative function</li> <li>an evaluation of the deliberative function.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>To reach L4, candidates should provide a balanced answer and maintain a sharp focus on the question. Essays will assess the relative importance of scrutiny against other functions.</li> <li>L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the functions of legislatures.</li> <li>L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the functions of legislatures. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints.</li> <li>L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. Other functions of legislatures are unlikely to be discussed.</li> </ul>	<p><b>AO2 [24]:</b></p> <p>Level 4      19–24 marks                      Level 3      13–18 marks                      Level 2      7–12 marks                      Level 1      0–6 marks</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach L3 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 L4, candidates will have made use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect.</li> <li>• At L2 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 [6]:</b></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><b>AO1:</b> Candidates display knowledge of the power of executives.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> <li>the formal and informal powers of executives</li> <li>powers over patronage, agenda and policy formulation</li> <li>examples of executive power</li> <li>the constraints upon the executives</li> <li>case studies of legislation, resignations and dismissals and policies</li> <li>the impact of coalition government</li> <li>media treatment of executives</li> <li>electoral results, opinion polls and approval ratings</li> <li>the size and level of executive support from cabinets, departments and bureaucracies</li> <li>concepts and terms such as mandate, imperial/imperilled/resurgent/reimperialised/dual/bifurcated presidencies, and inner/partial/kitchen cabinets, policy networks, the British Presidency and the core-executive</li> <li>The outcome of recent elections.</li> </ul>	50	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>To reach L4, candidates will have a thorough and accurate knowledge and understanding of executive power and the factors which influence it. There may be recognition of the varying levels of executive power both between and within administrations.</li> <li>L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to executive power.</li> <li>L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to executive power.</li> <li>L1 for a basic and generalised knowledge with only a few points of relevance.</li> </ul>	<p><b>AO1 [20]:</b></p> <table> <tr> <td>Level 4</td> <td>16–20 marks</td> </tr> <tr> <td>Level 3</td> <td>11–15 marks</td> </tr> <tr> <td>Level 2</td> <td>6–10 marks</td> </tr> <tr> <td>Level 1</td> <td>0–5 marks</td> </tr> </table>	Level 4	16–20 marks	Level 3	11–15 marks	Level 2	6–10 marks	Level 1	0–5 marks
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Level 3	11–15 marks												
Level 2	6–10 marks												
Level 1	0–5 marks												

Question		Answer	Marks	Guidance									
				Content	Levels of response								
		<p><b>AO2:</b> Expect candidates to evaluate the factors that influence the level of executive power.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> <li>the constitutional arrangements in a political system such as formal powers and term limits</li> <li>the differences between a parliamentary system and one based upon a separation of powers</li> <li>the impact of high/low approval ratings and the role of the press</li> <li>the mandate from elections and the composition of executive in a coalition and the legislature with divided government</li> <li>the impact of issues such as the economy and foreign policy concerns</li> <li>the role of style and abilities of the individual executives.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>To reach L4, candidates should provide a balanced answer and maintain a sharp focus on the question. Essays will evaluate the importance of popular support against other factors which are also influential.</li> <li>L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the power of executives.</li> <li>L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the power of executives. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints.</li> <li>L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. Other influences on executive power are unlikely to be discussed.</li> </ul>	<p><b>AO2 [24]:</b></p> <table> <tr> <td>Level 4</td> <td>19–24 marks</td> </tr> <tr> <td>Level 3</td> <td>13–18 marks</td> </tr> <tr> <td>Level 2</td> <td>7–12 marks</td> </tr> <tr> <td>Level 1</td> <td>0–6 marks</td> </tr> </table>	Level 4	19–24 marks	Level 3	13–18 marks	Level 2	7–12 marks	Level 1	0–6 marks
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Question		Answer	Marks	Guidance	
				Content	Levels of response
8		<p><b>AO1:</b> Candidates display knowledge of the power of judiciaries.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> <li>• constitutional arrangements in political systems</li> <li>• the power of judicial review</li> <li>• examples of judicial review</li> <li>• administrative law and the principle of '<i>ultra vires</i>'</li> <li>• rulings from the courts</li> <li>• the appointments process and recent appointments</li> <li>• concepts such as the independence of the judiciary and the rule of law, parliamentary sovereignty, derogation and court stripping, accountability and representation</li> <li>• constraints upon the courts such as lack of enforcement powers, the need for respect, the importance of precedent and wording of statute law and constitutional clauses and its appellate nature</li> <li>• references to courts such as the ECHR and ECJ.</li> </ul>	50	<p><b>AO1:</b></p> <ul style="list-style-type: none"> <li>• To reach L4, candidates will have a thorough and accurate knowledge and understanding of powers of judiciaries and the constraints upon them.</li> <li>• L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems.</li> <li>• L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</li> <li>• L1 for a basic and generalised knowledge with only a few points of relevance. Essays may refer to rulings and appointments but these will not be placed in the context of power and constraints.</li> </ul>	<p><b>AO1 [20]:</b></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><b>AO2:</b> Expect candidates to evaluate the powers of judiciaries and the constraints upon them within the context of democracy.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> <li>• the democratic qualities of appointment procedures</li> <li>• the accountability and representative qualities of judiciaries</li> <li>• the powers of judicial review</li> <li>• differences between systems with and without a written constitution and bill of rights</li> <li>• examples such as US v Lopez/Control Orders when elected bodies have been checked by judiciaries</li> <li>• the impact of constraints upon the courts</li> <li>• increased use of the courts by individuals, pressure groups and minorities</li> <li>• the ability of legislatures and executives to protect minority rights</li> <li>• the track record of judiciaries perhaps with reference to counter-terrorist measures.</li> </ul>		<p><b>AO2:</b></p> <ul style="list-style-type: none"> <li>• To reach L4, candidates should provide a balanced answer and maintain a sharp focus on the question. 'Democratic concern' should form a key part of the essay.</li> <li>• L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the exercise of judicial power.</li> <li>• L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the exercise of judicial power. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints.</li> <li>• L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. The constraints upon the courts and why power may be a cause for 'democratic concern' may not be to the fore.</li> </ul>	<p><b>AO2 [24]:</b></p> <p>Level 4      19–24 marks  Level 3      13–18 marks  Level 2      7–12 marks  Level 1      0–6 marks</p>

Question			Answer	Marks	Guidance	
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## APPENDIX 1

## Advanced GCE Assessment Matrix

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

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

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