

Government and Politics

Advanced GCE

Unit **F855**: US Government and Politics

Mark Scheme for June 2013

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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.

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Annotations

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

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

Subject-specific Marking Instructions

When marking, examiners must use both this mark scheme, the table showing the breakdown of marks by levels and assessment objectives (see below), and the Assessment Matrix (see Appendix 1).

Table of Marks by Levels and Assessment Objectives

Level	AO1	AO2	AO3
4	16–20	19–24	6
3	11–15	13–18	4–5
2	6–10	7–12	2–3
1	0–5	0–6	0–1

The Assessment Matrix

Broadly speaking and depending on the question, examiners should look for:

- a balanced and well-focused answer;
- which correctly identifies a number and range of relevant and important factors;
- in detail;
- and communicates these clearly and in a logical, fluent and coherent style;
- containing few, if any, errors of grammar, punctuation and spelling.

And credit answers which display knowledge and understanding of:

- current examples;
- political concepts, theories and language;
- other political systems including the EU;
- parallels, connections, similarities and difference.

The Mark Scheme

The mark scheme is indicative of the kinds of points likely to be raised by candidates in answering the questions. However, because of the nature of the subject, it cannot be regarded as definitive and the professional judgement and training of individual examiners will apply. All substantive issues surrounding the paper will be settled at the standardisation meeting and through the arrangements made by OCR to ensure a consistent approach by all examiners. Examiners should contact the Principal Examiner if they have any concerns about the way an individual script should be marked.

Question		Answer	Marks	Guidance	
				Content	Levels of response
1		<p>AO1: Candidates should display knowledge of the electoral systems.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> principles and types of electoral systems: plurality, majoritarian, proportional and hybrid; FPTP, AV/SV and second ballot, list and STV, AMS and AV+. recent elections. the composition of legislatures. policy formulation and implementation. functions of elections: participation, representation, ideological, governmental. details of voter turnout. concepts and terms such as safe and marginal seats, tactical voting, incumbency, governmental stability, fixed term elections and accountability. <p>AO2: Expect candidates to discuss the disadvantages of electoral systems.</p> <p>This may include arguments relating to:</p> <ul style="list-style-type: none"> proportionality and representation. the treatment of third and minority parties. 	50	<p>AO1:</p> <ul style="list-style-type: none"> To reach L4, candidates will have a thorough and knowledge and understanding of electoral systems, recent elections and governments. L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and electoral systems. L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and electoral systems. L1 for a basic and generalised knowledge with only a few points of relevance. Details of systems and governments will be sketchy. <p>AO2:</p> <ul style="list-style-type: none"> To reach L4, candidates should provide a discussion of the disadvantages of electoral systems. This may include some reference to the advantages of systems in order for candidates to evaluate the relative worth of each system. 	<p>AO1 [20]:</p> <p>Level 4 16–20 marks Level 3 11–15 marks Level 2 6–10 marks Level 1 0–5 marks</p> <p>AO2 [24]:</p> <p>Level 4 19–24 marks Level 3 13–18 marks Level 2 7–12 marks Level 1 0–6 marks</p>

Question		Answer	Marks	Guidance									
				Content	Levels of response								
		<ul style="list-style-type: none"> • levels of voter turnout and safe seats. • simplicity and speed of results. • levels of representation and consensus in government. • stability of coalitions. • the differing requirements for the election of legislatures and executives. • 'king-making' and blackmailing powers of third parties in coalitions. • accountability. • the power of the party leadership over candidates. 		<ul style="list-style-type: none"> • L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant electoral systems. • L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant electoral systems. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. • L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. Arguments relating to types of electoral system are likely to be restricted to FPTP. <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. • At L4, candidates will have made use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. 	<p>AO3 [6]:</p> <table> <tr> <td>Level 4</td> <td>6 marks</td> </tr> <tr> <td>Level 3</td> <td>4–5 marks</td> </tr> <tr> <td>Level 2</td> <td>2–3 marks</td> </tr> <tr> <td>Level 1</td> <td>0–1 mark</td> </tr> </table>	Level 4	6 marks	Level 3	4–5 marks	Level 2	2–3 marks	Level 1	0–1 mark
Level 4	6 marks												
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Level 1	0–1 mark												

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Mark Scheme

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Question			Answer	Marks	Guidance	
					Content	Levels of response
					<ul style="list-style-type: none"> At L2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	

Question		Answer	Marks	Guidance	
				Content	Levels of response
2		<p>AO1: Candidates should display knowledge of the ideologies of political parties.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> • ideologies such as conservatism, liberalism, socialism and communism. • ideological developments such as 'compassionate conservatism' and the Third Way, Thatcherism and the New Right, neo-conservatism, 'Tea Party ideology', social and fiscal conservatism. • references to theorists such as Giddens, Fukuyama and Bell. • 'new ideologies' such as feminism, environmentalism, religious fundamentalism, neo-conservatism, nationalism. • policy references. • partisanship in voting • detail on responses to the economic crisis and foreign policies. • details of manifestos and election platforms. 	50	<p>AO1:</p> <ul style="list-style-type: none"> • To reach L4, candidates will have a thorough and accurate knowledge and understanding of ideologies and policies of parties. • L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political ideologies. • L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political ideologies. • L1 for a basic and generalised knowledge with only a few points of relevance. The focus may tend to be on policy rather than ideology. 	<p>AO1 [20]:</p> <p>Level 4 16–20 marks Level 3 11–15 marks Level 2 6–10 marks Level 1 0–5 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO2: Expect candidates to assess the extent of ideological convergence between political parties.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> the economic crisis of the 1970s as a catalyst for ideological change. the collapse of communism. Labour's move to the centre ground/abolition of clause IV/New Labour. New Democrats from Clinton onwards. Bush and Cameron's move toward the centre. the role of the state. fiscal policy. voting in legislatures. responses to the economic crisis. the impact of electoral systems and the need to win the 'vital centre'. the role played by smaller parties in providing ideological choices. 		<p>AO2:</p> <ul style="list-style-type: none"> To reach L4, candidates should provide a balanced answer and maintain a sharp focus on the question. The essay will focus on ideology rather than policy differences. L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant issues relating to party ideology. L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant issues relating to party ideology. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. <p>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach L3 and use 4 as a default mark. A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. 	<p>AO2 [24]:</p> <p>Level 4 19–24 marks Level 3 13–18 marks Level 2 7–12 marks Level 1 0–6 marks</p> <p>AO3 [6]:</p> <p>Level 4 6 marks Level 3 4–5 marks Level 2 2–3 marks Level 1 0–1 mark</p>

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Mark Scheme

June 2013

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<ul style="list-style-type: none"> 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. At L2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	

Question		Answer	Marks	Guidance	
				Content	Levels of response
3		<p>AO1: Candidates should display knowledge of the factors influencing the effectiveness of a pressure group.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> • examples of pressure group and their activities. • references to the links pressure groups may achieve with government via insider status, policy or issue networks, 'iron triangles', 'revolving doors' and through lobbying. • the attitude of governments via a consideration of recent developments in policy formulation and implementation such as cuts in government spending and healthcare reforms. • reference to theories such as corporatism and New Right/Public Choice models. • detail of membership, leadership, organisation and methodology. <p>AO2: Expect candidates to evaluate the attitude of government as a factor influencing the effectiveness of a pressure group.</p>	50	<p>AO1:</p> <ul style="list-style-type: none"> • To reach L4, candidates will have a thorough and accurate knowledge and understanding of pressure group methods and their effectiveness. • L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to pressure group effectiveness. • L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to pressure group effectiveness. • L1 for a basic and generalised knowledge with only a few points of relevance. There will be few examples and these may be drawn from only one country. <p>AO2:</p> <ul style="list-style-type: none"> • To reach L4, candidates should provide a balanced answer and maintain a sharp focus on the question. Candidates will avoid writing a list of influential factors which are not placed in context. 	<p>AO1 [20]:</p> <p>Level 4 16–20 marks Level 3 11–15 marks Level 2 6–10 marks Level 1 0–5 marks</p> <p>AO2 [24]:</p> <p>Level 4 19–24 marks Level 3 13–18 marks Level 2 7–12 marks Level 1 0–6 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> the changing attitude of governments over time from a corporatist to a New Right approach. the effectiveness of insider groups compared to outsiders. the importance of influence at the policy formulation stage in contrast to at the policy implementation stage. a consideration of the factors which influence government's attitude to pressure groups such as compatibility, economic and political leverage, membership and resources. the importance of other factors such as the issue and the scale of opposition. the legislative process and opportunities therein to exercise influence. the use of the judicial system. the impact of differing political systems with different distributions of power between the branches of government. 		<ul style="list-style-type: none"> L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues. L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. Essays will err toward discussion of a few factors with little or no evaluation of their relative worth. 	

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					<p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. • At L4, candidates will have made use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At L2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO3 [6]:</p> <p>Level 4 6 marks Level 3 4–5 marks Level 2 2–3 marks Level 1 0–1 mark</p>

Question		Answer	Marks	Guidance									
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4		<p>AO1: Candidates should display knowledge of the protection of rights and liberties in modern democracies.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> • a range of rights and liberties. • recent measures introduced by governments to combat terrorism such as Patriot Act (I & II 2001 and 2011), Counter-Terrorism Act 2008, Terrorism Act 2006, Prevention of Terrorism Act 2005. • non-terrorist related legislation such as the Human Rights Act 1998 and Civil Rights legislation. • case studies such as: the rights of prisoners to vote, the failure to deport individuals guilty of serious crime due to a fear of torture or due to the right to family life, the right to voice extremist and offensive views. • rulings from the courts. • examples of pressure groups such as the ACLU and Liberty. • concepts such as positive and negative rights, liberal democratic values and minority rights and tyranny of the majority. 	50	<p>AO1:</p> <ul style="list-style-type: none"> • To reach L4, candidates will have a thorough and accurate knowledge and understanding of the protection of rights and liberties and relevant concepts. • L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political developments relating to the protection of rights. • L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political developments relating to the protection of rights. • L1 for a basic and generalised knowledge with only a few rights and cases being mentioned. These might be rather historical such as reference to Brown and Roe only. 	<p>AO1 [20]:</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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Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO2: Expect candidates to assess the protection of rights and liberties in modern democracies today.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> the impact of a bill of rights such as the ECHR or US Bill of Rights. the power of judicial review. rulings from courts which have protected the individual against the state. the need for greater security in a post-9/11 and 7/7 age. the threat posed to individual liberties. the place of individual rights in a liberal democracy. positive, negative and natural rights. 		<p>AO2:</p> <ul style="list-style-type: none"> To reach L4, candidates should provide a balanced answer and maintain a sharp focus on the question. Essays may go beyond rights relating to state counter-terrorist measures. L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the protection of rights. L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the protection of rights. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. 	<p>AO2 [24]:</p> <p>Level 4 19–24 marks</p> <p>Level 3 13–18 marks</p> <p>Level 2 7–12 marks</p> <p>Level 1 0–6 marks</p>

Question			Answer	Marks	Guidance									
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					AO3: <ul style="list-style-type: none"> Expect most candidates to reach L3 and use 4 as a default mark. A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At L4, candidates will have made use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At L2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	AO3 [6]: <table> <tr> <td>Level 4</td> <td>6 marks</td> </tr> <tr> <td>Level 3</td> <td>4–5 marks</td> </tr> <tr> <td>Level 2</td> <td>2–3 marks</td> </tr> <tr> <td>Level 1</td> <td>0–1 mark</td> </tr> </table>	Level 4	6 marks	Level 3	4–5 marks	Level 2	2–3 marks	Level 1	0–1 mark
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5		<p>AO1: Candidates should display knowledge of the sources, nature and role of constitutions.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> • uncodified/written constitutions. • bills of rights. • the role of constitutional courts. • the role of legislatures in amending constitutions. • examples of statutes relating to constitutional reform. • amendments and amendments procedures. • concepts such as the rule of law, tyranny of the majority, parliamentary sovereignty and judicial independence. • examples of judicial review. <p>AO2: Expect candidates to evaluate the impact of a written constitution upon the power and role of the judiciaries.</p> <p>This may include discussion some of the following:</p> <ul style="list-style-type: none"> • the role of constitutional courts. • the unelected and unaccountable nature of judiciaries. • the representative qualities of judiciaries. 	50	<p>AO1:</p> <ul style="list-style-type: none"> • To reach L4, candidates will have a thorough and accurate knowledge and understanding of the role of legislatures in shaping constitutions. • L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and constitutional systems. • L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and constitutional systems. • L1 for a basic and generalised knowledge with only a few points of relevance. Little knowledge of constitutions. <p>AO2:</p> <ul style="list-style-type: none"> • To reach L4, candidates should provide a balanced answer and maintain a sharp focus on the question. • L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues. 	<p>AO1 [20]:</p> <p>Level 4 16–20 marks Level 3 11–15 marks Level 2 6–10 marks Level 1 0–5 marks</p> <p>AO2 [24]:</p> <p>Level 4 19–24 marks Level 3 13–18 marks Level 2 7–12 marks Level 1 0–6 marks</p>

Question			Answer	Marks	Guidance									
					Content	Levels of response								
			<ul style="list-style-type: none"> the democratic qualities of the appointments procedures. concepts such as mandate, accountability, sovereignty, democracy and judicial review. administrative law and '<i>ultra vires</i>' rulings. constraints upon judicial power. 		<ul style="list-style-type: none"> L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. <p>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach L3 and use 4 as a default mark. A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At L4, candidates will have made use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At L2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO3 [6]:</p> <table> <tr> <td>Level 4</td> <td>6 marks</td> </tr> <tr> <td>Level 3</td> <td>4–5 marks</td> </tr> <tr> <td>Level 2</td> <td>2–3 marks</td> </tr> <tr> <td>Level 1</td> <td>0–1 mark</td> </tr> </table>	Level 4	6 marks	Level 3	4–5 marks	Level 2	2–3 marks	Level 1	0–1 mark
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Question		Answer	Marks	Guidance	
				Content	Levels of response
6		<p>AO1: Candidates should display knowledge of the representative nature of legislatures.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> • the social composition of legislatures. • the composition of societies • electoral systems. • the frequency of elections. • the role of parties in legislatures. • the role of whips. • the influences upon voting in legislatures. • concepts and terms such as partisanship, 'pork barrel', recall, microcosm of society, free vote/three line whip. • Models of representation, trustee, delegate, representative, mandate resemblance. • the legislative process in legislatures with reference to committees. • detail on the scrutiny function of legislatures. • detail from legislatures including the devolved assemblies and the EP. 	50	<p>AO1:</p> <ul style="list-style-type: none"> • To reach L4, candidates will have a thorough and accurate knowledge and understanding of the representative functions of legislatures. • L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to legislatures. • L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to legislatures. • L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. The focus may be on other functions of legislatures. 	<p>AO1 [20]:</p> <p>Level 4 16–20 marks</p> <p>Level 3 11–15 marks</p> <p>Level 2 6–10 marks</p> <p>Level 1 0–5 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO2: Expect candidates to evaluate the representative qualities of legislatures.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> the impact of electoral systems and the outcomes under plurality, majoritarian, hybrid and proportional systems. the impact of the composition of legislatures in terms of gender, class, race and age. the identification of minority interests and the extent to which they are respected. an evaluation of the role of parties and the extent of party discipline as exercised by the whips in the legislative process and over the scrutiny function. the impact of campaign funding and the extent of candidate-centred campaigns. the impact of the power of patronage as exercised by executives. the impact of the principle of the separation of powers and checks and balances. differences between first and second chambers. 		<p>AO2:</p> <ul style="list-style-type: none"> To reach L4, candidates should provide a balanced answer and maintain a sharp focus on the question. Essays may consider a range of legislatures. L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to legislatures. L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. Candidates may focus on the functions on legislatures or restrict discussion to one chamber. 	<p>AO2 [24]:</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>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 4 as a default mark. • A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. • At L4, candidates will have made use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At L2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO3 [6]:</p> <p>Level 4 6 marks Level 3 4–5 marks Level 2 2–3 marks Level 1 0–1 mark</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
7		<p>AO1: Candidates should display knowledge of the power and functions of executives.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> the organisation of executives, presidential, prime ministerial and cabinet government. constitutional arrangements in a country. constitutional checks and the separation of powers. the role of whips. party discipline. formulation and implementation of domestic and foreign policy. policy and issue networks, the Central Executive Territory. <p>AO2: Expect candidates to discuss the powers and functions of executives.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> the impact of constitutional and institutional arrangements in differing political systems; Parliamentary models and ones based upon a separation of powers. the extent of and nature of party discipline. 	50	<p>AO1:</p> <ul style="list-style-type: none"> To reach L4, candidates will have a thorough and accurate knowledge and understanding of power and functions of executives. L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems. L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems. L1 for a basic and generalised knowledge with only a few points of relevance. The issue of support is likely to be ill-defined. <p>AO2:</p> <ul style="list-style-type: none"> To reach L4, candidates should provide a balanced answer and maintain a sharp focus on the question. The issue of effectiveness will receive attention and be developed. L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues. 	<p>AO1 [20]:</p> <p>Level 4 16–20 marks Level 3 11–15 marks Level 2 6–10 marks Level 1 0–5 marks</p> <p>AO2 [24]:</p> <p>Level 4 19–24 marks Level 3 13–18 marks Level 2 7–12 marks Level 1 0–6 marks</p>

Question			Answer	Marks	Guidance									
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			<ul style="list-style-type: none"> concepts and terms such as 'the British Presidency' and policy networks. the impact of the level of support and approval ratings. the size of majorities. media support. personal styles. the impact of events such as the global economic crisis. 		<ul style="list-style-type: none"> L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. Essays will likely focus on the power of executives in one country. <p>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach L3 and use 4 as a default mark. A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At L4, candidates will have made use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At L2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO3 [6]:</p> <table> <tr> <td>Level 4</td> <td>6 marks</td> </tr> <tr> <td>Level 3</td> <td>4–5 marks</td> </tr> <tr> <td>Level 2</td> <td>2–3 marks</td> </tr> <tr> <td>Level 1</td> <td>0–1 mark</td> </tr> </table>	Level 4	6 marks	Level 3	4–5 marks	Level 2	2–3 marks	Level 1	0–1 mark
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Question		Answer	Marks	Guidance	
				Content	Levels of response
8		<p>AO1: Candidates should display knowledge of the political significance of judiciaries.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> the selection and appointment process of judges. the power of judicial review. administrative law. rulings from the courts. use of the courts by pressure groups and individuals. terms and concepts such as parliamentary sovereignty, krytocracy, judicial independence, the rule of law and '<i>ultra vires</i>'. the powers and functions of legislatures. separation of powers and checks and balances. details of counter-terrorism measures. <p>AO2: Expect candidates to assess the political significance of judiciaries.</p> <p>This may include an discussion of some of the following:</p> <ul style="list-style-type: none"> the 'politicisation' of the selection and appointment process. the composition and balance of the courts and representation. 	50	<p>AO1:</p> <ul style="list-style-type: none"> To reach L4, candidates will have a thorough and accurate knowledge and understanding of the political influence and significance of judiciaries. L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems. L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems. L1 for a basic and generalised knowledge with only a few points of relevance which may amount to a couple of dated judicial rulings. <p>AO2:</p> <ul style="list-style-type: none"> To reach L4, candidates should provide a balanced answer and maintain a sharp focus on the question. There may be some attempt to explain the meaning 'political significance'. 	<p>AO1 [20]:</p> <p>Level 4 16–20 marks Level 3 11–15 marks Level 2 6–10 marks Level 1 0–5 marks</p> <p>AO2 [24]:</p> <p>Level 4 19–24 marks Level 3 13–18 marks Level 2 7–12 marks Level 1 0–6 marks</p>

Question		Answer	Marks	Guidance									
				Content	Levels of response								
		<ul style="list-style-type: none"> the impact of rulings from the court. the impact of recent legislation in the UK such as the Human Rights Act 1998 and the Constitutional Reform Act 2005. the role of the courts as a check on government. the role of the legislature as a check on the executive. the rule of law and the protection of minority rights. the role of the ECJ in EU law. the use of the courts by pressure groups and individuals. judicial and political activities may be separated. 		<ul style="list-style-type: none"> L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues. L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. 'Greater political significance' is unlikely to receive a great deal of attention. <p>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach L3 and use 4 as a default mark. A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At L4, candidates will have made use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. 	<p>AO3 [6]:</p> <table> <tr> <td>Level 4</td> <td>6 marks</td> </tr> <tr> <td>Level 3</td> <td>4–5 marks</td> </tr> <tr> <td>Level 2</td> <td>2–3 marks</td> </tr> <tr> <td>Level 1</td> <td>0–1 mark</td> </tr> </table>	Level 4	6 marks	Level 3	4–5 marks	Level 2	2–3 marks	Level 1	0–1 mark
Level 4	6 marks												
Level 3	4–5 marks												
Level 2	2–3 marks												
Level 1	0–1 mark												

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Mark Scheme

June 2013

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<ul style="list-style-type: none"> At L2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	

APPENDIX 1

Advanced GCE Assessment Matrix

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

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

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