



GCE

Government and Politics

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

Advanced GCE

Mark Scheme for June 2014

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.

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1. These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	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)

2. 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>AO1:</p> <p>Candidates should display knowledge and understanding of the legislative process in the USA</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> • Initiation • Committee investigation • The Rules Committee • House and Senate voting • Conference Committees • Presidential action • Congressional vetoes 	10	<p>AO1:</p> <p>To reach level 4, candidates will be able to make 4 or 5 points about the legislative process in the USA</p> <p>The candidate may make specific reference to recent examples of legislation.</p> <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 4 and use 2 as a default mark. • At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The answer will lack focus and be disorganised. 	<p>AO1 [8]:</p> <p>Level 4 7-8 marks</p> <p>Level 3 5-6 marks</p> <p>Level 2 3-4 marks</p> <p>Level 1 0-2 marks</p> <p>AO3:</p> <p>Level 4 2 marks</p> <p>Level 3 2 marks</p> <p>Level 2 1 mark</p> <p>Level 1 0-1 mark</p>

Question		Answer	Marks	Guidance																	
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1	(b)	<p>AO2:</p> <p>Expect candidates to examine a range of factors which make the passage of legislation difficult in the USA.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • The role of parties • The importance of constituency support • Candidate centred campaigns • The role of pressure groups and campaign finance • Leadership in the Congress • The impact of committees • The filibuster • The use of the presidential veto 	15	<p>AO2:</p> <p>To reach level 4, candidates will discuss a range of factors and attempt to evaluate the relative importance of factors.</p> <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 4 and use 3 as a default mark. • Marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. • At Level 4, candidates will have made good use of paragraphs to separate the arguments for and against and have used the introduction and conclusion to good effect. • At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO2 [12]:</p> <table> <tr> <td>Level 4</td> <td>10-12 marks</td> </tr> <tr> <td>Level 3</td> <td>7-9 marks</td> </tr> <tr> <td>Level 2</td> <td>4-6 marks</td> </tr> <tr> <td>Level 1</td> <td>0-3 marks</td> </tr> </table> <p>AO3 [3]:</p> <table> <tr> <td>Level 4</td> <td>3 marks</td> </tr> <tr> <td>Level 3</td> <td>2 marks</td> </tr> <tr> <td>Level 2</td> <td>2 marks</td> </tr> <tr> <td>Level 1</td> <td>0-1 mark</td> </tr> </table>	Level 4	10-12 marks	Level 3	7-9 marks	Level 2	4-6 marks	Level 1	0-3 marks	Level 4	3 marks	Level 3	2 marks	Level 2	2 marks	Level 1	0-1 mark
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2		<p>AO1:</p> <p>Candidates should display knowledge and understanding of the ideology of political parties in the USA</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • The ideologies of the parties. • Key concepts such as liberalism, conservatism (economic and social). • Foreign policy relating to isolationism and interventionism / “hawks” v. “doves”. • Recent developments such as neo-conservatism, compassionate conservatism, third way politics, environmentalism, pragmatism and triangulation. • Policies of the parties. • Tea party Movement / Blue Dog Democrats. <p>AO2:</p> <p>Expect candidates to discuss the ideological similarities and differences between the parties.</p> <p>This may include discussion of the following:</p> <ul style="list-style-type: none"> • Ideological convergence. • The “end of history” thesis. • Ideological divergence and party polarisation. • The use of policy differences and 	25	<p>AO1:</p> <ul style="list-style-type: none"> • To reach level 4, candidates may display a thorough and accurate knowledge of a range of ideologies. To reach this level, candidates should base discussion within the context of ideology rather than policy. • Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the ideologies of US political parties. • Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to the ideologies of US political parties. • Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems. <p>AO2:</p> <ul style="list-style-type: none"> • To reach the top of Level 4, candidates will provide a range of arguments both for and against the view that parties provide ideological choice. • Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to party ideology in the USA. • Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political 	<p>AO1 [10]:</p> <table> <tr> <td>Level 4</td> <td>9-10 marks</td> </tr> <tr> <td>Level 3</td> <td>6-8 marks</td> </tr> <tr> <td>Level 2</td> <td>3-5 marks</td> </tr> <tr> <td>Level 1</td> <td>0-2 marks</td> </tr> </table> <p>AO2 [10]:</p> <table> <tr> <td>Level 4</td> <td>9-10 marks</td> </tr> <tr> <td>Level 3</td> <td>6-8 marks</td> </tr> <tr> <td>Level 2</td> <td>3-5 marks</td> </tr> <tr> <td>Level 1</td> <td>0-2 marks</td> </tr> </table>	Level 4	9-10 marks	Level 3	6-8 marks	Level 2	3-5 marks	Level 1	0-2 marks	Level 4	9-10 marks	Level 3	6-8 marks	Level 2	3-5 marks	Level 1	0-2 marks
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			<ul style="list-style-type: none"> voting in the Congress to illustrate ideological similarities and differences. Similarities between the Obama and Bush administrations. Analysis of policy platforms in the 2012 elections. Role played by third parties as an ideological alternative. 		<ul style="list-style-type: none"> issues relating to party ideology in the USA. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. Level 1 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning <p>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach Level 3 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>At Level 4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised</p>	<p>AO3 [5]:</p> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 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	5 marks	Level 3	4 marks	Level 2	2-3 marks	Level 1	0-1 mark
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3		<p>AO1:</p> <p>Candidates should display knowledge and understanding of the role played by pressure groups in US government and politics</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • Concepts such as: <ul style="list-style-type: none"> - Participation - Representation - Democracy - Pluralism - Elitism. • Voter turnout and party identification. • Examples of US pressure group activity such as the Tea Party and Occupy movements. • The role of pressure groups in electoral campaigns and voting in the Congress. <p>AO2:</p> <p>Expect candidates to assess the impact of pressure groups on US government.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> • The proliferation of pressure groups. • Levels of voter turnout. • The attitude of government. • The use of new media. • The decline of parties. 	25	<p>AO1:</p> <ul style="list-style-type: none"> • To reach level 4, candidates may display a thorough and accurate knowledge of pressure group activity in the US. The range of US examples is likely to be a key discriminator. • Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to pressure group activity in the US. • Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to pressure groups in the US. • Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems <p>AO2:</p> <ul style="list-style-type: none"> • To reach Level 4, candidates will provide a range of arguments both for and against the view that pressure groups make the US pluralist. A key discriminator here will be the ability of the candidate to place discussion in a US context. • Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political 	<p>AO1 [10]:</p> <table> <tr> <td>Level 4</td> <td>9-10 marks</td> </tr> <tr> <td>Level 3</td> <td>6-8 marks</td> </tr> <tr> <td>Level 2</td> <td>3-5 marks</td> </tr> <tr> <td>Level 1</td> <td>0-2 marks</td> </tr> </table> <p>AO2 [10]:</p> <table> <tr> <td>Level 4</td> <td>9-10 marks</td> </tr> <tr> <td>Level 3</td> <td>6-8 marks</td> </tr> <tr> <td>Level 2</td> <td>3-5 marks</td> </tr> <tr> <td>Level 1</td> <td>0-2 marks</td> </tr> </table>	Level 4	9-10 marks	Level 3	6-8 marks	Level 2	3-5 marks	Level 1	0-2 marks	Level 4	9-10 marks	Level 3	6-8 marks	Level 2	3-5 marks	Level 1	0-2 marks
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			<ul style="list-style-type: none"> The role of pressure groups during presidential and election campaigns. The wealth, membership and inequalities between various pressure groups. Arguments relating to Super PACs, the military-industrial complex and other examples supporting the elitist view. 		<ul style="list-style-type: none"> issues relating to pressure group activity and impact. 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. Discussion may be reliant on UK examples. Level 1 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning <p>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach Level 3 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 Level 4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO3 [5]:</p> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 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	5 marks	Level 3	4 marks	Level 2	2-3 marks	Level 1	0-1 mark
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4		<p>AO1:</p> <p>Candidates should display knowledge and understanding of presidential power and relations with the Congress</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • The roles of the presidency with regard to economic, social and foreign policy. • The separation of powers / checks and balances. • The filibuster and congressional override of presidential veto. • Legislative and budgetary examples. • The roles of parties in the Congress. • The composition of the Congress following elections. This may be linked to concepts such as “gridlock” and “divided government”. • Theories of presidential power. • Examples from recent administrations. • Examples from other constraints such as courts, media, pressure groups and states. <p>AO2:</p> <p>Expect candidates to discuss the extent to which presidential failure is inevitable.</p> <p>This may include discussion of the following:</p> <ul style="list-style-type: none"> • The intentions of the Founding Fathers and the design of the Constitution. 	25	<p>AO1:</p> <ul style="list-style-type: none"> • To reach Level 4, candidates may display a thorough and accurate knowledge of presidential power and relations with the Congress. • Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to presidential power. • Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to recent administrations. Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems. <p>AO2:</p> <ul style="list-style-type: none"> • To reach level 4, candidates will provide a range of arguments both for and against the view that presidential failure is inevitable. • Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to presidential success. 	<p>AO1 [10]:</p> <table> <tr> <td>Level 4</td> <td>9-10 marks</td> </tr> <tr> <td>Level 3</td> <td>6-8 marks</td> </tr> <tr> <td>Level 2</td> <td>3-5 marks</td> </tr> <tr> <td>Level 1</td> <td>0-2 marks</td> </tr> </table> <p>AO2 [10]:</p> <table> <tr> <td>Level 4</td> <td>9-10 marks</td> </tr> <tr> <td>Level 3</td> <td>6-8 marks</td> </tr> <tr> <td>Level 2</td> <td>3-5 marks</td> </tr> <tr> <td>Level 1</td> <td>0-2 marks</td> </tr> </table>	Level 4	9-10 marks	Level 3	6-8 marks	Level 2	3-5 marks	Level 1	0-2 marks	Level 4	9-10 marks	Level 3	6-8 marks	Level 2	3-5 marks	Level 1	0-2 marks
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			<ul style="list-style-type: none"> • The evolution of the office. • The meaning of success and failure. • Recent administrations and the importance of events such as 9/11, mid-term elections and economic crises. • Presidential strategies such as use of the honeymoon period, size of mandate, approval ratings. • Presidential skills relating to “working the Hill” / the strength of the congressional liaison team / communication skills and the power of persuasion. • Analyses of recent administrations in the context of success and failure. 		<ul style="list-style-type: none"> • 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. • Level 1 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 3 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 Level 4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. <p>At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</p>	<p>AO3 [5]:</p> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 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	5 marks	Level 3	4 marks	Level 2	2-3 marks	Level 1	0-1 mark
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5		<p>AO1:</p> <p>Candidates should display knowledge and understanding of federal – state relations.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • Concepts such as; <ul style="list-style-type: none"> - Dual / classical federalism - Fiscal federalism - Cooperative federalism - Coercive federalism - New federalism - Permissive federalism - Layer/marble cake federalism. • Institutional and fiscal revival. • Rulings from the Supreme Court. • Case studies such as Obamacare. <p>AO2:</p> <p>Expect candidates to discuss changes to the meaning of federalism over time.</p> <p>This may include discussion of the following:</p> <ul style="list-style-type: none"> • The impact of the 16th amendment. • The impact of the New Deal. • The interpretation of the interstate commerce clause. • The impact of fiscal conservatism. • The “federalism revolution” on the Rehnquist Court. • The impact of the post 2007 economic crisis. 	25	<p>AO1:</p> <ul style="list-style-type: none"> • To reach level 4, candidates may display a thorough and accurate knowledge of federalism over time. • Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to federal – state relations. • Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems. • Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems. <p>AO2:</p> <ul style="list-style-type: none"> • To reach Level 4, candidates will provide an evaluation of the changes in federal – state relations over time. • Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to federalism in the US. • 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>AO1 [10]:</p> <p>Level 4 9-10 marks</p> <p>Level 3 6-8 marks</p> <p>Level 2 3-5 marks</p> <p>Level 1 0-2 marks</p> <p>AO2 [10]:</p> <p>Level 4 9-10 marks</p> <p>Level 3 6-8 marks</p> <p>Level 2 3-5 marks</p> <p>Level 1 0-2 marks</p>

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			<ul style="list-style-type: none"> Comparisons with unitary and other federal states. 		<ul style="list-style-type: none"> Level 1 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning. <p>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach Level 3 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 Level 4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO3 [5]:</p> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 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	5 marks	Level 3	4 marks	Level 2	2-3 marks	Level 1	0-1 mark
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6		<p>AO1:</p> <p>Candidates should display knowledge and understanding of the Supreme Court and its rulings.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • Rulings from the Supreme Court. • Concepts such as: <ul style="list-style-type: none"> - Liberal and conservative activism - Judicial review - Passivism - Stare decisis. • The composition of the Court. • Appointments to the Court. • The jurisprudence of individual justices. <p>AO2:</p> <p>Expect candidates to assess the extent of ideological direction evident in Supreme Court rulings.</p> <p>This may include discussion of the following:</p> <ul style="list-style-type: none"> • Evaluation of rulings from the Court. This may be done on a case by case or amendment by amendment basis. • Political and judicial interpretations of the Court. • The composition of the Court and voting blocs thereon. • Strict and loose constructionism. • The constraints upon the Court. 	25	<p>AO1:</p> <ul style="list-style-type: none"> • To reach Level 4, candidates may display a thorough and accurate knowledge of the Supreme Court and its rulings. • Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the Supreme Court. • Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to the judicial branch. • Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems. <p>AO2:</p> <ul style="list-style-type: none"> • To reach Level 4, candidates will provide a range of arguments both for and against the argument that there has been an ideological direction to the Court. • Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues which allow an evaluation of the political outlook of the Court. • 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>AO1 [10]:</p> <p>Level 4 9-10 marks Level 3 6-8 marks Level 2 3-5 marks Level 1 0-2 marks</p> <p>AO2 [10]:</p> <p>Level 4 9-10 marks Level 3 6-8 marks Level 2 3-5 marks Level 1 0-2 marks</p>

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					<ul style="list-style-type: none"> Level 1 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning. <p>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach Level 3 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 Level 4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO3 [5]:</p> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 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	5 marks	Level 3	4 marks	Level 2	2-3 marks	Level 1	0-1 mark
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Level 3	4 marks													
Level 2	2-3 marks													
Level 1	0-1 mark													

Question		Answer	Marks	Guidance	
				Content	Levels of response
7		<p>AO1:</p> <p>Candidates should display knowledge and understanding of the nomination system for presidential candidates.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • The Iowa caucuses and New Hampshire primaries, Super Tuesday and other states. • The role of the National Party Conventions: past and present. • The 2012 nominations. • The role of Super PACs and campaign finance. • Super delegates. • Negative advertising/attack ads. • Reform proposals. <p>AO2:</p> <p>Expect candidates to assess the case for reform of the nomination system for presidential candidates.</p> <p>This may include reference to the following:</p> <ul style="list-style-type: none"> • The importance of the invisible primary. • The role played by Iowa and New Hampshire. • The importance of money and the role of Super PACs in 2012. • The role of the media and the level of scrutiny. 	25	<p>AO1:</p> <ul style="list-style-type: none"> • To reach Level 4, candidates may display a thorough and accurate knowledge of the nomination system for presidential candidates. • Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to primaries and caucuses. • Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems. • Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems. <p>AO2:</p> <ul style="list-style-type: none"> • To reach Level 4, candidates will provide a range of arguments both for and against the need for reform to the nomination system. • Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the nomination system. • 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>AO1 [10]:</p> <p>Level 4 9-10 marks Level 3 6-8 marks Level 2 3-5 marks Level 1 0-2 marks</p> <p>AO2 [10]:</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
			<ul style="list-style-type: none"> Levels of participation against the control of the party bosses in the past. Cost and length. Reform proposals. 		<ul style="list-style-type: none"> Level 1 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning. Candidates may refer to the Electoral College rather than the nomination system. <p>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach Level 3 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 Level 4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO3 [5]:</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>AO1:</p> <p>Candidates should display knowledge and understanding of rights and their protection in the USA.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • Rights included in the Bill of Rights. • Other rights not in the Bill of Rights such as social rights re education, health and work. • Cases from the Supreme Court. • Concepts such as: <ul style="list-style-type: none"> - Strict and loose constructionism - Conservatism and liberalism. • The composition of the Court. • Acts from Congress • Presidential actions <p>AO2:</p> <p>Expect candidates to discuss the extent to which some rights are better protected than others.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> • The different rights included in the Bill of Rights and an analysis of relevant cases. • This could be linked to the composition and outlook of the Court and the impact of recent appointments. • A distinction may be made between political rights mentioned in the first 	25	<p>AO1:</p> <ul style="list-style-type: none"> • To reach Level 4, candidates may display a thorough and accurate knowledge of the protection of rights and liberties in the US. Cases should be contemporary and plentiful. • Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the protection of rights. • Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems. • Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems <p>AO2:</p> <ul style="list-style-type: none"> • To reach Level 4, candidates will provide a range of arguments both for and against the view that some rights are better protected than others. The candidate will have made an attempt to separate the rights outlined in the Bill of Rights. • Level 3 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. • 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 	<p>AO1 [10]:</p> <p>Level 4 9-10 marks Level 3 6-8 marks Level 2 3-5 marks Level 1 0-2 marks</p> <p>AO2 [10]:</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								
			<ul style="list-style-type: none"> • (speech, press, and assembly) and the rights of the accused and criminals. • Changes over time due to Supreme Court rulings e.g. Carhart v Stenberg and Gonzales v Carhart. • The role played by the legislature and executive after 9/11. • The role by pressure groups such as the ACLU & NRA. 		<ul style="list-style-type: none"> • obvious points central to the question and to recognise and describe some differing viewpoints. • Level 1 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning. <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 3 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 Level 4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. <p>At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</p>	<p>AO3 [5]:</p> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 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	5 marks	Level 3	4 marks	Level 2	2-3 marks	Level 1	0-1 mark
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OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

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