



**GCE**

**Government and Politics**

Unit **F855**: US Government and Politics

Advanced GCE

**Mark Scheme for June 2014**

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

Annotation	Meaning
	Blank Page – this annotation <b>must</b> 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, 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></p> <p>Expect candidates to display knowledge of the functions of an electoral system in a democracy.</p> <p>This may include to reference to:</p> <ul style="list-style-type: none"> <li>• Types of electoral systems</li> <li>• Principles of electoral systems</li> <li>• The outcome of recent elections</li> <li>• Levels of voter turnout</li> <li>• Concepts such as : <ul style="list-style-type: none"> <li>– Participation</li> <li>– Representation</li> <li>– Accountability</li> </ul> </li> <li>• The functions of electoral systems</li> <li>• Developments such as the use of the Electoral College and AV referendum</li> </ul> <p><b>AO2:</b></p> <p>Expect candidates to discuss the functions of electoral systems.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> <li>• Penalisation of third parties</li> <li>• Bias</li> <li>• Safe seats linked to low voter turnout and tactical voting</li> <li>• Governmental function</li> </ul>	50	<p><b>AO1:</b></p> <p>To reach the top of level 4, candidates will have a thorough and knowledge and understanding of electoral systems and the outcome of recent elections.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the functions of electoral systems.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to electoral systems and their functions.</p> <p>Level 1 for a basic and generalised knowledge with only a few points of relevance.</p> <p><b>AO2:</b></p> <p>To reach the top of Level 4, candidates should provide an analysis of the functions of electoral systems and the extent to which each type can fulfil these objectives.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant</p>	<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> <p><b>AO2 [24]:</b></p> <p>Level 4      19-24 marks</p> <p>Level 3      13-18 marks</p> <p>Level 2      7-12 mark</p> <p>Level 1      0-6 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> <li>• Representation               <ul style="list-style-type: none"> <li>○ political / proportional</li> <li>○ social</li> </ul> </li> <li>• The meaning of democracy</li> <li>• Complexity</li> <li>• Clarity and speed of results</li> <li>• Advantages and disadvantages of coalition government</li> <li>• Provides voter choice</li> <li>• Leads to adequate/effective constituency links</li> </ul>		<p>political issues relating to the use of proportional, majoritarian, plurality and hybrid electoral systems.</p> <p>Level 2 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 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</p> <p>Level 1. Basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.</p> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 5 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 the top of Level 4, 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 Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [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
2		<p><b>AO1:</b></p> <p>Candidates display knowledge of the ideology and core values of political parties.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> <li>• Ideologies such as socialism, social democracy, conservatism and liberalism, environmentalism and nationalism.</li> <li>• Concepts such as: new right / public choice, triangulation and third way politics.</li> <li>• Ideological convergence and divergence</li> <li>• Voting behaviour and the outcome of recent elections.</li> <li>• Focus groups</li> <li>• Manifestos and policy platforms</li> </ul> <p><b>AO2:</b></p> <p>Expect candidates to discuss the ideological principles of political parties.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> <li>• Changes to the ideologies and policy platforms of political parties over time.</li> <li>• The impact of election results and theories surrounding voting behaviour.</li> <li>• The role of environmental and nationalist parties</li> <li>• The role of pressure groups</li> </ul>	50	<p><b>AO1:</b></p> <p>To reach the top of Level 4, candidates will have a thorough and accurate knowledge and understanding of party ideologies.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to party ideologies.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>Level 1 for a basic and generalised knowledge with only a few points of relevance.</p> <p><b>AO2:</b></p> <p>To reach the top of level 4, candidates should provide a balanced answer and maintain a sharp focus on the question. To reach this level, candidates should be able to identify the case for continued relevance of ideology.</p> <p>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.</p>	<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 mark  Level 1      0-6 marks</p>



Question			Answer	Marks	Guidance	
					Content	Levels of response
			<ul style="list-style-type: none"> <li>Pragmatism and triangulation</li> <li>The end of history / dominant ideology theses and Marxist perspective</li> </ul>		<p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints</p> <p>Level 1. Basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.</p> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>Expect most candidates to reach Level 3 and use 5 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 the top of Level 4, 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 Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [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></p> <p>Candidates display knowledge of the factors which contribute to pressure group success.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> <li>• Types and examples of pressure groups</li> <li>• Methods adopted by pressure groups</li> <li>• The constitutional and institutional arrangements in a country</li> <li>• Leaders, membership and resources of pressure groups</li> <li>• Issues and the scale of opposition</li> </ul> <p><b>AO2:</b></p> <p>Expect candidates to discuss the factors which contribute to pressure group success.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> <li>• Executive dominance and insider status in the UK.</li> <li>• The role of money in US elections and government. Super PACs.</li> </ul>	50	<p><b>AO1:</b></p> <p>To reach the top of level 4, candidates will have a thorough and accurate knowledge and understanding of pressure groups. The answer should not be over reliant on UK examples.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the factors which influence pressure group success.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to pressure groups.</p> <p>Level 1 for a basic and generalised knowledge with only a few points of relevance.</p> <p><b>AO2:</b></p> <p>To reach the top of level 4, candidates should provide a balanced answer and maintain a sharp focus on the question. Answers should do more than provide a list of the factors that can contribute to pressure group success.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation,</p>	<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 mark  Level 1      0-6 marks</p>

Question		Answer	Marks	Guidance									
				Content	Levels of response								
		<ul style="list-style-type: none"> <li>• Economic and political leverage.</li> <li>• The separation / fusion of powers and access points</li> <li>• Membership quantity and quality</li> <li>• Consideration of what constitutes 'success' on the part of a pressure group</li> </ul>		<p>analysis and evaluation of the relevant political issues relating to pressure group success.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints</p> <p>Level 1. Basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.</p> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 5 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 the top of Level 4, 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 Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [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
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Level 3	4-5 marks												
Level 2	2-3 marks												
Level 1	0-1 mark												

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p><b>AO1:</b></p> <p>Expect candidates to display knowledge of the advantages and disadvantages of having a written constitution.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> <li>• The content of written constitutions</li> <li>• The amendment process</li> <li>• Details of uncodified constitutions</li> <li>• Examples of constitutional reform by statute law</li> <li>• The role of judiciaries and judicial review</li> <li>• Rulings from constitutional courts</li> <li>• The appointment process and terms of tenure of judiciaries</li> <li>• Issues surrounding a constitution for the EU</li> </ul> <p><b>AO2:</b></p> <p>Expect candidates to discuss the advantages and disadvantages of a written constitution.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> <li>• The amendment process and problems of securing super majorities</li> <li>• Anachronistic elements of written constitutions such as the second and third amendments</li> <li>• The flexibility afforded by an uncodified constitution</li> </ul>	50	<p><b>AO1:</b></p> <p>To reach the top of level 4, candidates will have a thorough and accurate knowledge and understanding of nature of unwritten and uncodified constitutions.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to constitutions.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to constitutions.</p> <p>Level 1 for a basic and generalised knowledge with only a few points of relevance.</p> <p><b>AO2:</b></p> <p>To reach the top of level 4, candidates should provide a balanced answer and maintain a sharp focus on the question. Focus should be on the question rather than the more traditional question of arguments for and against a written constitution.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant</p>	<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 mark  Level 1      0-6 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> <li>• Problems of drafting a written constitution and issues of timing</li> <li>• Issues surrounding the powers of an unelected and unaccountable judiciary</li> <li>• Issues surrounding the separation of powers, checks and balances, clarity.</li> <li>• The ability to state clearly and entrench the rights of citizens</li> </ul>		<p>political issues relating to written constitutions.</p> <p>Level 2 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</p> <p>Level 1. Basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.</p> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 5 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 the top of Level 4, 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 Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [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></p> <p>Expect candidates to display knowledge of the formulation and implementation of policy by executives.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> <li>• The functions of executives: the formulation and implementation of domestic, foreign and economic policy.</li> <li>• The organisation of executives: presidential, prime ministerial and cabinet government.</li> <li>• Details of bureaucratic support</li> <li>• Examples of executive actions</li> <li>• Relationships with the legislative branch of government</li> </ul> <p><b>AO2:</b></p> <p>Expect candidates to discuss policy formulation and execution by executives.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> <li>• The scope of government in modern democracies</li> <li>• Decision making in crises</li> <li>• The need for specialist advice</li> <li>• Problems of a singular executive</li> <li>• The roles of cabinets and supporting</li> </ul>	50	<p><b>AO1:</b></p> <p>To reach the top of Level 4, candidates will have a thorough and accurate knowledge and understanding of policy formulation and execution.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to policy formulation and execution.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>Level 1 for a basic and generalised knowledge with only a few points of relevance.</p> <p><b>AO2:</b></p> <p>To reach the top of level 4, candidates should provide a balanced answer and maintain a sharp focus on the question of executive efficiency.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues.</p>	<p><b>AO1 [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> <p><b>AO2 [24]:</b></p> <p>Level 4      19-24 marks</p> <p>Level 3      13-18 marks</p> <p>Level 2      7-12 mark</p> <p>Level 1      0-6 marks</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			bureaucracies such as the EXOP <ul style="list-style-type: none"> <li>• Issues relating to democracy and accountability, problems of coordination and control</li> <li>• The role of party, focus groups and other external factors</li> </ul>		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. Basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.  <b>AO3:</b> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 5 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 the top of Level 4, 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 Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<b>AO3 [6]:</b> <ul style="list-style-type: none"> <li>Level 4      6 marks</li> <li>Level 3      4-5 marks</li> <li>Level 2      2-3 marks</li> <li>Level 1      0-1 mark</li> </ul>

Question		Answer	Marks	Guidance	
				Content	Levels of response
6		<p><b>AO1:</b></p> <p>Expect candidates to display knowledge of the protection of rights and liberties.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> <li>• Bills of rights</li> <li>• Statute laws relating to individual rights and liberties</li> <li>• The role of judiciaries and the power of judicial review</li> <li>• The role of pressure groups</li> <li>• Concepts such as negative / positive / natural rights, parliamentary sovereignty and “paper rights”</li> <li>• Examples of recent developments with regard to rights and liberties.</li> </ul> <p><b>AO2:</b></p> <p>Expect candidates to discuss the adequacy of arrangements for the protection of rights and liberties.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> <li>• Rulings from constitutional courts</li> <li>• Rights detailed in bills of rights</li> <li>• Executive and legislative actions and attitudes to rights</li> </ul>	50	<p><b>AO1:</b></p> <p>To reach the top of level 4, candidates will have a thorough and accurate knowledge and understanding of the protection of rights and liberties.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the protection of rights and liberties.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>Level 1. Basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.</p> <p><b>AO2:</b></p> <p>To reach the top of level 4, candidates should provide a balanced answer and maintain a sharp focus on the question. Discussion should not be over reliant on one country.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues.</p>	<p><b>AO1 [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> <p><b>AO2 [24]:</b></p> <p>Level 4      19-24 marks</p> <p>Level 3      13-18 marks</p> <p>Level 2      7-12 mark</p> <p>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 pressure groups and the media</li> <li>• The development of a rights' culture</li> <li>• The rule of law</li> </ul>		<p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints</p> <p>Level 1. Basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.</p> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 5 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 the top of Level 4, 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 Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [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></p> <p>Expect candidates to display knowledge of the role of judiciaries in modern democracies.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> <li>• The power of judicial review</li> <li>• Rulings from the courts</li> <li>• The appointment process and composition of the courts</li> <li>• The constraints upon the court</li> <li>• Concepts such as: the independence of the judiciary and the rule of law, judicial activism and restraint</li> <li>• Administrative law</li> </ul> <p><b>AO2:</b></p> <p>Expect candidates to discuss the role of judiciaries.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> <li>• Judicial activism and restraint</li> <li>• The impact of rulings as quasi legislation</li> <li>• The appointment process and impact of recent appointments to courts</li> <li>• The constitutional arrangements in a country</li> </ul>	50	<p><b>AO1:</b></p> <p>To reach the top of level 4, candidates will have a thorough and accurate knowledge and understanding of the role of judiciaries with supporting evidence from rulings of these courts.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the role of judiciaries.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>Level 1 for a basic and generalised knowledge with only a few points of relevance.</p> <p><b>AO2:</b></p> <p>To reach the top of Level 4, candidates should provide a balanced answer and maintain a sharp focus on the question. Discussion should outline the meaning of political as opposed to judicial.</p> <p>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 role of the courts.</p>	<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> <p><b>AO2 [24]:</b></p> <p>Level 4      19-24 marks</p> <p>Level 3      13-18 marks</p> <p>Level 2      7-12 mark</p> <p>Level 1      0-6 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<ul style="list-style-type: none"> <li>• The constraints upon the courts</li> <li>• Concepts such as liberalism and conservatism, strict and loose constructionism, the rule of law, tyranny of the majority and judicial independence</li> <li>• The increased use of the courts by pressure groups and individuals</li> </ul>		<p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the role of the courts. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints</p> <p>Level 1. Basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.</p> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 5 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 the top of Level 4, 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 Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [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
8		<p><b>AO1:</b></p> <p>Expect candidates to display knowledge of the law making and other functions of legislatures.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> <li>• The stages of the legislative process</li> <li>• Party discipline and the role of whips and leadership</li> <li>• The party composition of legislatures</li> <li>• Unicameral and bicameral chambers and the role of second chambers</li> <li>• The work of legislative committees</li> <li>• The relationship with the executive</li> <li>• The role and attitude of elected representatives</li> <li>• Details of other functions such as scrutiny and statistics relating to the representative function</li> </ul> <p><b>AO2:</b></p> <p>Expect candidates to discuss the law making and other functions of legislatures.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> <li>• Differences between parliamentary and presidential systems of government</li> <li>• Concepts such as the separation / fusion of powers and checks and balances</li> </ul>	50	<p><b>AO1:</b></p> <p>To reach the top of Level 4, candidates will have a thorough and accurate knowledge and understanding of the legislative process, other functions and institutional arrangements in modern democracies.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the law making and other functions of legislatures</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to the law making function and other functions of legislatures.</p> <p>Level 1 for a basic and generalised knowledge with only a few points of relevance.</p> <p><b>AO2:</b></p> <p>To reach the top of Level 4, candidates should provide a balanced answer and maintain a sharp focus on the question. Contrasts will be made between the effectiveness of different legislatures in the domain of law making and other functions.</p> <p>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 law making and other functions of legislatures.</p>	<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> <p><b>AO2 [24]:</b></p> <p>Level 4 19-24 marks</p> <p>Level 3 13-18 marks</p> <p>Level 2 7-12 mark</p> <p>Level 1 0-6 marks</p>

Question		Answer	Marks	Guidance									
				Content	Levels of response								
		<ul style="list-style-type: none"> <li>• Constitutional and institutional arrangements such as filibusters, guillotines and vetoes</li> <li>• Party discipline and the outcome of recent elections on the composition of legislative chambers</li> <li>• The attitude of representatives and influences upon their voting behaviour</li> <li>• Reference to the other functions of legislatures</li> </ul>		<p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints</p> <p>Level 1. Basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.</p> <p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 5 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 the top of Level 4, 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 Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [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												

## 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 of an Advanced GCE course.

Level	Assessment Objective 1	Assessment Objective 2	Assessment Objective 3
4	Thorough and accurate knowledge and clear and detailed understanding of relevant concepts, ideas and political systems. Ability to make valid comparisons between them.	High level of skill in the interpretation, analysis and evaluation of relevant political information (including, the identification of parallels, connections, similarities and differences between aspects of the political systems studied). Ability to recognise bias and faulty argument and to reason effectively towards an individual and informed conclusion.	Ability to 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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