



GCE

Government and Politics

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

Advanced GCE

Mark Scheme for June 2015

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















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

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

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

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Annotations

Annotation	Meaning
	Acknowledged, credit-worthy. Page seen
	Good contemporary example/analysis
	Incorrect
	Use of specific example
	Vague
	Repetition
	Very good
	Theorist
	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	(a)	<p>AO1: Candidates should display knowledge and understanding of US voting behaviour and following terms:</p> <p>Dealignment; Realignment.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> • The New Deal Coalition. • Volatility • Issue voting • Rational choice model • Social structures model • Dominant ideology model • Statistics from the 2008 and 2012 election 	[10]	<p>Refer to the A2 GCE Assessment Matrix on page 29</p> <p>AO1: At the Level 4, candidates will be able to outline the meaning of the two terms in relatively equal measure. If only one term is explained, marking will be restricted to level 3.</p>	<p>AO1 [8]:</p> <table> <tr> <td>Level 4</td> <td>7-8 marks</td> </tr> <tr> <td>Level 3</td> <td>5-6 marks</td> </tr> <tr> <td>Level 2</td> <td>3-4 marks</td> </tr> <tr> <td>Level 1</td> <td>0-2 marks</td> </tr> </table>	Level 4	7-8 marks	Level 3	5-6 marks	Level 2	3-4 marks	Level 1	0-2 marks
Level 4	7-8 marks												
Level 3	5-6 marks												
Level 2	3-4 marks												
Level 1	0-2 marks												
				<p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 4 • At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The answer will lack focus and be disorganised. 	<p>AO3 [2]:</p> <table> <tr> <td>Level 4</td> <td>2 marks</td> </tr> <tr> <td>Level 3</td> <td>2 marks</td> </tr> <tr> <td>Level 2</td> <td>1 mark</td> </tr> <tr> <td>Level 1</td> <td>0-1 mark</td> </tr> </table>	Level 4	2 marks	Level 3	2 marks	Level 2	1 mark	Level 1	0-1 mark
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Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(b)	<p>AO2:</p> <p>Expect candidates to assess the significance of race, region and religion as influences on US voting behaviour.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • Levels of voting from ethnic and religious groups • Levels of party identification • Issues in recent elections such as immigration and abortion • Changing demographics in the states • Economic factors • Models of voting behaviour. 	[15]	<p>Refer to the A2 GCE Assessment Matrix on page 29.</p> <p>AO2:</p> <p>To reach Level 4, candidates will discuss a range of arguments surrounding the three factors and attempt to evaluate their role as an influence on voting behaviour.</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 voting behaviour in recent elections.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to voting behaviour.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and relating to voting behaviour in recent elections.</p>	<p>AO2 [12]:</p> <p>Level 4 10-12 marks</p> <p>Level 3 7-9 marks</p> <p>Level 2 4-6 marks</p> <p>Level 1 0-3 marks</p>

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					<p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 4 • 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 the top of 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>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	3 marks	Level 3	2 marks	Level 2	2 marks	Level 1	0-1 mark
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					Content	Levels of response								
2			<p>AO1:</p> <p>Candidates should display knowledge and understanding of the purpose of political parties in the USA today.</p> <p>This may include reference to various roles and functions such as :</p> <p>Candidate selection</p> <p>Mobilisation of the vote</p> <p>Education of the electorate</p> <p>Voting in the Congress</p>	[25]	<p>Refer to the A2 GCE Assessment matrix on page 29</p> <p>AO1:</p> <p>To reach Level 4, candidates will display a thorough and accurate knowledge of the role of political parties with several separate functions being identified.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the role of political parties.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating</p>	<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>	Level 4	9-10 marks	Level 3	6-8 marks	Level 2	3-5 marks	Level 1	0-2 marks
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		<p>Leadership in the Congress – the Speaker, Senate Majority leader etc.</p> <p>Policy and ideological differences</p> <p>Laws and rulings relating to soft money donations</p> <p>Super PACs</p> <p>Candidate-centred campaigns</p> <p>Nomination contests</p>		<p>to the role of political parties.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems.</p>	
		<p>AO2: Expect candidates to evaluate the extent to which parties serve a <u>vital</u> purpose.</p> <p>This may include discussion of the meaning of politics and reference to theories of party decline and renewal.</p> <p>For the former, this may include discussion of:</p> <p>Loss of control over candidate selection Education and informative roles being usurped by the media Pressure groups role in donations Candidate-centred campaigns with regard to organisation and finance Convergence of the parties ideologically Decline in membership, identification and participation</p>		<p>AO2: To reach Level 4, candidates will provide a range of arguments relating to the purpose of parties today. This may include reference to theories of party renewal and decline.</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 purpose of political parties.</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>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	
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			<p>The lack of discipline in congressional voting</p> <p>For the latter, discussion could include:</p> <p>Fund raising via soft money donations Candidate training The role of super delegates at NPCs Polarisation of the parties in Congress Voting in the Congress Leadership in the Congress Training</p>		<p>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>	
					<p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 3 • 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 the top of 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
3		<p>AO1:</p> <p>Candidates should display knowledge and understanding of the factors which determine pressure group success.</p> <p>This may include reference to:</p> <p>The use of money in campaign finance and advertising</p> <p>The revolving door / iron triangles / lobbying</p> <p>The separation of powers and the branches of government</p> <p>Specific examples of US pressure groups and their strategies</p> <p>Super PACs</p> <p>The quantity and quality of membership</p> <p>Leadership</p> <p>Organisation</p> <p>Issues</p>	[25]	<p>Refer to the A2 GCE Assessment matrix on page 29</p> <p>AO1:</p> <p>To reach Level 4, candidates will display a thorough and accurate knowledge of the factors which determine pressure group success. Reference to a range of specific US pressure groups is likely to be the key discriminator here.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to pressure group methods.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to pressure group strategies.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems.</p>	<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>

Question		Answer	Marks	Guidance	
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		<p>AO2:</p> <p>Expect candidates to assess a range of factors which can contribute to pressure group success.</p> <p>This may include discussion of some of the following:</p> <p>Contacts with the three separate branches of government</p> <p>Concepts such as gridlock related to the composition of the Congress and party of the president</p> <p>The importance of campaign finance</p> <p>Examples of amicus curiae briefs and the use of judicial review by the Supreme Court</p> <p>Elitist and pluralist debates</p> <p>The significance of the issue and the scale of opposition</p>		<p>AO2:</p> <p>To reach Level 4, candidates will evaluate the relative importance of the factors that contribute to pressure group.</p> <p>A simple listing of factors without such an evaluation will restrict access to this mark level.</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 factors which contribute to pressure group effectiveness.</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 factors which contribute to pressure group effectiveness.</p> <p>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>	<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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4		<p>AO1:</p> <p>Candidates should display knowledge and understanding of the Executive Office of the President.</p> <p>This may include reference to the roles played:</p> <p>The NSA/NSC</p> <p>The CEA</p> <p>The OMB</p> <p>The WHO</p> <p>The Chief of Staff</p> <p>The cabinet</p> <p>Examples from the Obama and Bush administrations</p>	[25]	<p>Refer to the A2 GCE Assessment matrix on page 29</p> <p>AO1:</p> <p>To reach Level 4, candidates will display a thorough and accurate knowledge of the EXOP. This should include reference to several distinct parts of the EXOP.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the EXOP.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to the EXOP.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems.</p>	<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>

Question			Answer	Marks	Guidance	
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			<p>AO2:</p> <p>Expect candidates to evaluate the role of the EXOP.</p> <p>This may include discussion of:</p> <p>Problems of: Control Coordination Communication Size</p> <p>The need for</p> <p>Policy development Policy implementation Congressional liaison</p> <p>The roles of the president</p> <p>Issues relating to loyalty and trust</p> <p>The role of cabinet as a point of contrast</p>		<p>AO2:</p> <p>To reach Level 4, candidates will provide a range of arguments both for and against the EXOP as an aid to the president.</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 EXOP.</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 role of the EXOP. A 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 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>	<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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5		<p>AO1: Candidates should display knowledge and understanding of the US Constitution.</p> <p>This may include reference to:</p> <p>Key concepts such as: The branches of government The separation of powers Checks and balances Gridlock “Divided government”</p> <p>Details of the composition of the Congress and the party persuasion of the president</p> <p>The problems of passing specific items of legislation such as gun control post Newtown massacre and health care reform</p> <p>Details of the budgetary process and recent conflict between Congress and the presidency</p> <p>Details of conflict over appointments and treaties</p>		<p>Refer to the A2 GCE Assessment matrix on page 29</p> <p>AO1: To reach the Level 4, candidates will display a thorough and accurate knowledge of the US Constitution with supporting evidence.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the nature of government in the USA.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to the nature of government in the USA.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems.</p>	<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>

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			<p>AO2:</p> <p>Expect candidates to evaluate the impact of the US Constitution on the workings of government.</p> <p>This may include discussion of:</p> <p>Shared and separated powers</p> <p>Gridlock / paralysis in government</p> <p>The threat of and use of the filibuster</p> <p>Comparisons with a parliamentary system of government</p> <p>The impact of midterm elections in 2014, 2010 and 2006.</p> <p>Party discipline in the Congress</p> <p>The intentions of the Founding Fathers / the revisionist view of the Constitution</p> <p>Notions of the welfare state</p>		<p>AO2:</p> <p>To reach Level 4, candidates will provide a range of arguments both for and against the argument that the Constitution prevents effective government. Candidates may establish various criteria to assess effectiveness such as policy making, representation, protection of rights, provision of services and infrastructure.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints.</p> <p>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>	<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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6		<p>AO1: Candidates should display knowledge and understanding of the functions performed by the Congress.</p> <p>This may include reference to:</p> <p>Legislative function Proportion of bills passed The 113th Congress Gridlock Filibuster Vetoes Committees</p> <p>Scrutiny / oversight Advise and consent powers Nominations Treaties Impeachment Committees Budgetary powers</p> <p>Representative function Gender Race Region Age Education Occupational background</p>	[25]	<p>Refer to the A2 GCE Assessment matrix on page 29</p> <p>AO1:</p> <p>To reach the top of Level 4, candidates will display a thorough and accurate knowledge of the functions played by the Congress.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the functions performed by the Congress.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to congressional functions.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems.</p>	<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>

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		<p>AO2:</p> <p>Expect candidates to evaluate the functions performed by the Congress.</p> <p>This may include discussion of:</p> <p>Gridlock</p> <p>Polarisation of the parties</p> <p>The impact of the mid-term elections</p> <p>Leadership and party unity in the chambers</p> <p>The role of pressure groups and campaign finance in an age of candidate centred campaigns</p> <p>The importance of constituency support</p> <p>The decline of the power of the committee chairs</p> <p>Comment on the role of the presidency and the political skills of President Obama</p>		<p>AO2:</p> <p>To reach the top of Level 4, candidates will consider the functions performed by the Congress. In order to reach this level, candidates must refer to more than the legislative function.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the functions performed by the Congress.</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 congressional functions. 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 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>	<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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Question		Answer	Marks	Guidance	
				Content	Levels of response
7		<p>AO1:</p> <p>Candidates should display knowledge and understanding of the role of the Supreme Court and the meaning of political.</p> <p>This may include reference to:</p> <p>Concepts such as: Judicial activism Judicial restraint Strict and loose constructionism</p> <p>Rulings from the Court</p> <p>The composition and voting blocs on the Court</p> <p>Presidential nominations to the Court</p> <p>Amicus curiae briefs and cases brought by pressure groups</p>	[25]	<p>Refer to the A2 GCE Assessment matrix on page 29</p> <p>AO1:</p> <p>To reach the top of Level 4, candidates will display a thorough and accurate knowledge of the role of the Supreme Court and its rulings.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the Supreme Court.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to the Supreme Court.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems.</p>	<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>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			<p>AO2:</p> <p>Expect candidates to evaluate the extent to which the Court has become politicised.</p> <p>This could include discussion of:</p> <p>The meaning of political and judicial functions</p> <p>Analysis of rulings from the Court using liberal and conservative criteria</p> <p>The impact of recent appointments and voting blocs upon the Court</p> <p>The impact of the constraints upon the Court</p> <p>The impact of having a written constitution</p>		<p>AO2:</p> <p>To reach the top of Level 4, candidates will provide a range of arguments both for and against the Supreme Court playing a political role.</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 Supreme Court.</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 Supreme Court. 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 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>	<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>

Question			Answer	Marks	Guidance									
					Content	Levels of response								
					<p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 3. • 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 the top of 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
Level 4	5 marks													
Level 3	4 marks													
Level 2	2-3 marks													
Level 1	0-1 mark													

Question		Answer	Marks	Guidance	
				Content	Levels of response
8		<p>AO1:</p> <p>Candidates should display knowledge and understanding of the rights and the methods of protecting rights in the USA.</p> <p>This may include reference to:</p> <p>The Bill of Rights</p> <p>The 14th amendment</p> <p>Other amendments such as 13th, 15th and 19th.</p> <p>Rulings from the Supreme Court</p> <p>Pressure groups which protect minority rights such as the NAACP</p> <p>Pressure groups which protect individual rights such as the NRA and ACLU.</p> <p>Executive actions such as surveillance via the NSA & support for the NDAA</p> <p>Legislative actions such as congressional use of the Espionage Act and the passing and renewal of the Patriot Act</p>	[25]	<p>Refer to the A2 GCE Assessment matrix on page 29</p> <p>AO1:</p> <p>To reach the top of Level 4, candidates will display a thorough and accurate knowledge of the bill of rights and the means of their protection.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to rights and their protection.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to rights and their protection.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems.</p>	<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>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO2:</p> <p>Expect candidates to evaluate the impact of public opinion on the protection of rights.</p> <p>This may include discussion of the following:</p> <p>The “War on Terror” / Failure to close Guantánamo. Rights which have been violated there.</p> <p>The outlook of the executive and legislature which might include a contrast between the Bush and Obama administrations.</p> <p>The role played by the Supreme Court with rulings such as Boumediene, Hamdan and Hamdi.</p> <p>Voting on the Court and arguments that it mirrors the election returns.</p> <p>The concept of paper rights</p>		<p>AO2:</p> <p>To reach the top of Level 4, candidates will provide a range of arguments both for and against the notion that the protection of rights depends upon public opinion. They will discuss a range of factors that determine the adequacy of the means of protecting rights.</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 protection of rights.</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 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.</p> <p>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>	<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>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 3. • 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 the top of 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>

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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