



GCE

Government and Politics

Unit **F855**: US Government and Politics

Advanced GCE

Mark Scheme for June 2015

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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Annotations

Annotation	Meaning
	Acknowledged, credit-worthy, explanation or example. Page seen.
	Analysis
	Incorrect
	Example
	Vague
	Repetition
	Very good
	Not relevant
	Analysis
	Focus
	Spelling
	Unclear (in combination with other annotations)/loss of focus
	Positive (in combination with other annotations)=similarities/arguments in favour
	Negative (in combination with other annotations)=differences/arguments against

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 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		<p>AO1:</p> <p>Candidates display knowledge of voting behaviour in recent elections,</p> <p>This may include reference to:</p> <p>Short term factors: Past performance, personality, campaigns, economy, party unity</p> <p>Class and partisan dealignment</p> <p>Voting statistics from recent elections</p> <p>Models of voting behaviour</p> <p>Long term influences upon voting behaviour</p> <p>Evidence of volatility</p> <p>Split ticket voting</p> <p>Evidence of realignment</p>		<p>Refer to the A2 GCE Assessment matrix on page 30</p> <p>AO1:</p> <p>To reach level 4, candidates will have a thorough and accurate knowledge of voting behaviour and refer to recent elections.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to voting behaviour.</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 with only a few points of relevance.</p>	<p>AO1 [20]:</p> <p>Level 4 16-20 marks</p> <p>Level 3 11-15 marks</p> <p>Level 2 6-10 marks</p> <p>Level 1 0-5 marks</p>

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		<p>AO2:</p> <p>Expect candidates to discuss the significance of short term factors as influences upon voting behaviour.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> • The causes of class and partisan dealignment • The increased importance of short term factors such as past performance, personality, party unity and policies • The continued importance of long term factors such as race, religion and region. • An evaluation of the relevance of models of voting behaviour such as retrospective and prospective voting, socialisation and recency models. • The role of the campaign and media and relevant theories such as the filter and reinforcement effects. 		<p>AO2:</p> <p>To reach level 4, candidates will provide a balanced answer and maintain a sharp focus on the question. The increased importance of short term influences due to dealignment should be recognised.</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 voting behaviour in recent elections.</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 voting behaviour in recent elections. 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>AO2 [24]:</p> <table> <tr> <td>Level 4</td> <td>19-24 marks</td> </tr> <tr> <td>Level 3</td> <td>13-18 marks</td> </tr> <tr> <td>Level 2</td> <td>7-12 mark</td> </tr> <tr> <td>Level 1</td> <td>0-6 marks</td> </tr> </table>	Level 4	19-24 marks	Level 3	13-18 marks	Level 2	7-12 mark	Level 1	0-6 marks
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2		<p>AO1:</p> <p>Expect candidates to display knowledge of the ideologies of political parties.</p> <p>This may include reference to terms and concepts such as:</p> <p>Old and new Labour, blue Labour, One Nation Toryism, compassionate Conservatism, Third Way politics, New Democrats, RINOs and DINOs, the politics of austerity, socialism, liberalism, conservatism, social democracy.</p> <p>Details of ideologies and policies from other parties such as the Green parties, Libertarian party, nationalist parties.</p> <p>Examples of convergence and polarisation</p>		<p>Refer to the A2 GCE Assessment matrix on page 30</p> <p>AO1:</p> <p>To reach the top of Level 4, candidates will have a thorough and accurate knowledge and understanding of the ideologies of political parties.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the ideology of political parties.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to the ideology of political parties.</p> <p>Level 1 for a basic and generalised knowledge with only a few points of relevance.</p>	<p>AO1 [20]:</p> <p>Level 4 16-20 marks</p> <p>Level 3 11-15 marks</p> <p>Level 2 6-10 marks</p> <p>Level 1 0-5 marks</p>

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		<p>AO2:</p> <p>Expect candidates to assess the ideologies of political parties.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> • The end of the post war consensus. Thatcherism / Reaganism / Third Way Blair / Clinton • Ideological convergence and divergence • The need to win the “vital centre” • Issues such as government spending and taxation, abortion and gun control • Ideology in the different areas of foreign, social and economic policy 		<p>AO2:</p> <p>To reach level 4, candidates will provide a balanced answer and maintain a sharp focus on the question assessing the extent of convergence and polarisation.</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 ideologies 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 relating to the functions of political parties. 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>AO2 [24]:</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>

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3		<p>AO1:</p> <p>Candidates display knowledge of the role played by pressure groups in a democracy.</p> <p>This may include reference to:</p> <p>Examples of pressure group activity</p> <p>Membership of pressure groups</p> <p>Membership of political parties and levels of voter turnout.</p> <p>New social movements</p> <p>Theories of pressure groups' role in a democracy such as pluralism, elitism and Marxism, New Right / Public Choice</p> <p>The role of money in elections. Super PACS</p> <p>Concepts such as the military – industrial complex, the “bankocracy”.</p>		<p>Refer to the A2 GCE Assessment matrix on page 30</p> <p>AO1:</p> <p>To reach level 4, candidates will have a thorough and accurate knowledge and understanding of the role of pressure groups in a democracy.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to pressure groups.</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>AO1 [20]:</p> <p>Level 4 16-20 marks</p> <p>Level 3 11-15 marks</p> <p>Level 2 6-10 marks</p> <p>Level 1 0-5 marks</p>

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		<p>AO2:</p> <p>Expect candidates to discuss the role of pressure groups in democracies.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> • Pluralist and elitist models • Recent developments such as the bank bailouts, party finance, electoral finance and budget cuts. • The significance of pressure groups such as the Occupy and Tea Party Movements • Party decline • The problems of electoral systems in representing the views of the electorate • The scrutiny, education and information functions of pressure groups • Secrecy and transparency in government 		<p>AO2:</p> <p>To reach level 4, candidates will provide a balanced answer and maintain a sharp focus on the question. They should be able to reach a conclusion one way or the other rather than listing arguments for and against. Differences between the UK and the USA may be apparent.</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 pressure groups.</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 pressure groups. 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>AO2 [24]:</p> <table> <tr> <td>Level 4</td> <td>19-24 marks</td> </tr> <tr> <td>Level 3</td> <td>13-18 marks</td> </tr> <tr> <td>Level 2</td> <td>7-12 mark</td> </tr> <tr> <td>Level 1</td> <td>0-6 marks</td> </tr> </table>	Level 4	19-24 marks	Level 3	13-18 marks	Level 2	7-12 mark	Level 1	0-6 marks
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4		<p>AO1:</p> <p>Candidates display knowledge of federal and unitary states.</p> <p>This may include reference to:</p> <p>Federal states such as the US and Germany and asymmetrical federal countries such as Russia.</p> <p>Characteristics of these countries with regard to size, race, language and culture.</p> <p>Changes in federal – state relations over time</p> <p>Unitary states such as the UK</p> <p>Devolution</p> <p>Recent developments such as:</p> <p>The Scottish referendum and issues such as “devolution max”</p> <p>The abolition of Regional Development Agencies.</p> <p>The debate surrounding the Eurozone crisis and consequences of a banking union.</p> <p>Concepts such as subsidiarity, homogeneity and heterogeneity.</p>		<p>Refer to the A2 GCE Assessment matrix on page 30</p> <p>AO1:</p> <p>To reach level 4, candidates will have a thorough and accurate knowledge and understanding of federal, devolved and unitary states.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to central – local government relations.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to central – local government relations.</p> <p>Level 1 for a basic and generalised knowledge with only a few points of relevance.</p>	<p>AO1 [20]:</p> <p>Level 4 16-20 marks</p> <p>Level 3 11-15 marks</p> <p>Level 2 6-10 marks</p> <p>Level 1 0-5 marks</p>

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		<p>AO2:</p> <p>Expect candidates to discuss the factors which make a federal arrangement suitable for a country.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> • Size, linguistic, cultural and religious differences. • Levels of representation • Issues of proximity and accountability • Issues relating to cost and duplication • Questions of sovereignty • The economic and geographical aspects to core v. periphery developments and the impact of economic recession / growth. 		<p>AO2:</p> <p>To reach level 4, candidates will provide a balanced answer and maintain a sharp focus on the question. A range of factors and arguments which support a federal arrangement should be identified and these can be applied to countries such as the UK.</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 federal systems of government.</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>AO2 [24]:</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>

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5		<p>AO1:</p> <p>Candidates display knowledge of the protection of rights and liberties.</p> <p>This may include discussion of:</p> <p>Rights detailed in a bill of rights / ECHR/ UN Declaration of Human Rights and the Rights of the Child / Geneva Conventions/ Charter of fundamental rights.</p> <p>Developments since 9/11</p> <p>Court rulings</p> <p>Executive actions</p> <p>Legislative acts</p> <p>The role played by pressure groups such as the ACLU and Liberty</p> <p>The constitutional arrangements in a country and international agreements</p> <p>Definitions of rights: positive, natural and negative</p>		<p>Refer to the A2 GCE Assessment matrix on page 30</p> <p>AO1:</p> <p>To reach 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 relating to the protection of rights and liberties.</p> <p>Level 1 for a basic and generalised knowledge with only a few points of relevance.</p>	<p>AO1 [20]:</p> <p>Level 4 16-20 marks</p> <p>Level 3 11-15 marks</p> <p>Level 2 6-10 marks</p> <p>Level 1 0-5 marks</p>

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		<p>AO2:</p> <p>Expect candidates to discuss the protection of rights and liberties.</p> <p>This may include discussion of the following:</p> <p>Executive and legislative actions after 9/11</p> <p>Collective rights and the need for national security</p> <p>A range of individual liberties</p> <p>Court rulings</p> <p>The role played by pressure groups</p> <p>The adequacy of constitutional arrangements in a country</p> <p>Concepts such as: parliamentary sovereignty, paper rights, the tyranny of the majority, the rule of law, due process.</p>		<p>AO2:</p> <p>To reach level 4, candidates will provide a balanced answer and maintain a sharp focus on the question.</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. Basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.</p>	<p>AO2 [24]:</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>

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6		<p>AO1:</p> <p>Candidates display knowledge of the powers of legislative.</p> <p>This may include reference to:</p> <p>Oversight functions in a legislative and administrative capacity</p> <p>Committees and their structures and powers within a legislature.</p> <p>Party composition in legislative chambers and the outcome of recent elections.</p> <p>Party discipline</p> <p>Party leadership in legislative chambers</p> <p>Constitutional arrangements in a country</p> <p>Concepts such as the separation of powers, checks and balances, accountability and gridlock.</p> <p>Recent examples relating to budgets, scrutiny and legislation.</p>		<p>Refer to the A2 GCE Assessment matrix on page 30</p> <p>AO1:</p> <p>To reach level 4, candidates will have a thorough and accurate knowledge and understanding of separation of powers.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the separation of powers,</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>AO1 [20]:</p> <p>Level 4 16-20 marks</p> <p>Level 3 11-15 marks</p> <p>Level 2 6-10 marks</p> <p>Level 1 0-5 marks</p>

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		<p>AO2:</p> <p>Expect candidates to discuss the ability of legislatures to check the executive.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> • Constitutional and institutional arrangements in a country • The work of various types of committees • Party structures • Leadership and discipline in legislative chambers • The impact of recent elections on the party composition 		<p>AO2:</p> <p>To reach level 4, candidates will provide a balanced answer and maintain a sharp focus on the question.</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 legislative checks on executives.</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 legislative checks on executives. 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>AO2 [24]:</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>

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7		<p>AO1:</p> <p>Candidates display knowledge of the power of chief executives.</p> <p>This may include reference to:</p> <p>The style and skill of recent chief executives</p> <p>The constitutional arrangements in a country</p> <p>Concepts such as the separation / fusion of powers and checks and balances</p> <p>The role of the media, the economy and approval ratings.</p> <p>Party composition and discipline in the legislative chamber</p> <p>Recent events</p>		<p>Refer to the A2 GCE Assessment matrix on page 30</p> <p>AO1:</p> <p>To reach the top of Level 4, candidates will have a thorough and accurate knowledge and understanding of the power of chief executives.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the power of chief executives.</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>AO1 [20]:</p> <p>Level 4 16-20 marks</p> <p>Level 3 11-15 marks</p> <p>Level 2 6-10 marks</p> <p>Level 1 0-5 marks</p>

Question		Answer	Marks	Guidance	
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		<p>AO2:</p> <p>Expect candidates to discuss the powers of chief executives.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> • The styles and skills of individual chief executives • The constitutional and institutional arrangements in a country • Changes over time • The significance of recent events and crises • The impact of approval ratings / popular support 		<p>AO2:</p> <p>To reach the top of Level 4, candidates will provide a balanced answer and maintain a sharp focus on the question.</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 power of chief executives.</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 power of chief executives. 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>AO2 [24]:</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								
					<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 use 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 [6]:</p> <table> <tr> <td>Level 4</td> <td>6 marks</td> </tr> <tr> <td>Level 3</td> <td>4-5 marks</td> </tr> <tr> <td>Level 2</td> <td>2-3 marks</td> </tr> <tr> <td>Level 1</td> <td>0-1 mark</td> </tr> </table>	Level 4	6 marks	Level 3	4-5 marks	Level 2	2-3 marks	Level 1	0-1 mark
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Level 3	4-5 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 display knowledge of the role of judiciaries.</p> <p>This may include reference to:</p> <p>The respective roles played by the Supreme Courts in the USA and UK</p> <p>Cases relating to the Human Rights Act and the use of judicial review in the USA</p> <p>The role played by the ECJ and ECtHR</p> <p>References to other constitutional courts</p> <p>Concepts such as: Judicial activism and restraint / passivism, strict and loose constructionism, the separation of powers, liberal democracy</p> <p>Pressure groups' and individuals' use of the judicial branch</p> <p>Executive power</p> <p>Recent developments relating to national security.</p>		<p>Refer to the A2 GCE Assessment matrix on page 30</p> <p>AO1:</p> <p>To reach level 4, candidates will have a thorough and accurate knowledge and understanding of the role and powers of judiciaries.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the role of the judiciary.</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>AO1 [20]:</p> <p>Level 4 16-20 marks</p> <p>Level 3 11-15 marks</p> <p>Level 2 6-10 marks</p> <p>Level 1 0-5 marks</p>

Question		Answer	Marks	Guidance									
				Content	Levels of response								
		<p>AO2:</p> <p>Expect candidates to discuss the arguments surrounding the powers of judiciaries and the implications for democracy in that country.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> • Issues relating to representation and accountability. • The use of judicial review to check executives and legislatures. • The impact of the Human Rights Act and Constitutional Reform Act • The appointment process and tenures of judges • Discussion of concepts such as the independence of the judiciary, the rule of law, the separation of powers and checks and balances • The constraints upon the courts can be used to justify their powers in a democracy. 		<p>AO2:</p> <p>To reach the top of Level 4, candidates will provide a balanced answer and maintain a sharp focus on the question. The power of the courts should be set within the context of democracy.</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 judicial power and restraint.</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 judicial power and restraint. 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>AO2 [24]:</p> <table> <tr> <td>Level 4</td> <td>19-24 marks</td> </tr> <tr> <td>Level 3</td> <td>13-18 marks</td> </tr> <tr> <td>Level 2</td> <td>7-12 mark</td> </tr> <tr> <td>Level 1</td> <td>0-6 marks</td> </tr> </table>	Level 4	19-24 marks	Level 3	13-18 marks	Level 2	7-12 mark	Level 1	0-6 marks
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Question			Answer	Marks	Guidance									
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APPENDIX 1

Advanced GCE Assessment Matrix

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

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

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