



GCE

Government and Politics

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

Advanced GCE

Mark Scheme for June 2018

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 2018

Annotations

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

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

Subject-specific Marking Instructions

When marking, examiners must use both this mark scheme and the Assessment Matrix (see Appendix 1).

The Assessment Matrix

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

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

And credit answers which display knowledge and understanding of:

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

The Mark Scheme

The mark scheme is indicative of the kinds of points likely to be raised by candidates in answering the questions. However, because of the nature of the subject, it cannot be regarded as definitive and the professional judgement and training of individual examiners will apply.

All substantive issues surrounding the paper will be settled at the standardisation meeting and through the arrangements made by OCR to ensure a consistent approach by all examiners. Examiners should contact the Principal Examiner if they have any concerns about the way an individual script should be marked.

| Question | | Answer | Marks | Guidance | |
|----------|-----|--|-------|--|---|
| | | | | Content | Levels of response |
| 1 | (a) | <p>AO1: Candidates should display knowledge and understanding of campaign finance and presidential campaigns.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> • Legislation such as the Bipartisan Campaign Finance Act and FECA. • Rulings from the Supreme Court such as Citizens United v. FEC • Candidate campaigns • Party funding • Super PACs • Attack ads and negative advertising • The 2016 election campaigns • Organisation • Ballot requirements • Name recognition | 10 | <p>AO1:</p> <p>At level 4, candidates will be able to make four or five points about campaign funding and the role of money.</p> <p>At level 3, expect an outline of two or three points with regard to the role of money.</p> <p>At level 2, expect reference to one or two points re. campaign finance.</p> <p>At level 1, expect reference to one detail related to the role of money.</p> <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 4 and use 2 as a default mark. • At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The answer will lack focus and be disorganised. | <p>AO1 [8]:</p> <p>Level 4 7-8 marks Level 3 5-6 marks Level 2 3-4 marks Level 1 1-2 marks</p> <p>0 marks = no response or no response worthy of credit</p> <p>AO3 [2]:</p> <p>Level 4 2 marks Level 3 2 marks Level 2 1 mark Level 1 1 mark</p> <p>0 marks = no response or no response worthy of credit</p> |

| Question | | Answer | Marks | Guidance | |
|----------|-----|--|-------|---|--|
| | | | | Content | Levels of response |
| 1 | (b) | <p>AO2: Expect candidates to discuss the impact of the mass media upon voting behaviour in the USA.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • Dealignment / volatility • Levels of party identification • The importance of 'celebrity' and name recognition • The filter and reinforcement effects • Differences between the broadcasting and publishing media • The role of new social media and polarisation of political debate. • Evaluation of bias in TV channels and issues surrounding 'fake news'. • Other factors influencing voting behaviour • Other models of voting behaviour. | 15 | <p>AO2:</p> <p>Candidates should display knowledge and understanding of the impact of the mass media upon voting behaviour.</p> <p>Level 4 candidates will display a thorough and accurate knowledge of the impact of the media with specific reference to the 2016 election.</p> <p>Level 3 for candidates who display good knowledge and understanding of the impact of the media.</p> <p>Level 2 for candidates who display limited knowledge and understanding of The impact of the media. Focus will tend to focus on other factors which affect voting behaviour.</p> <p>Level 1 for a basic and generalised knowledge and understanding of the impact of the mass media and voting behaviour.</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 1-3 marks</p> <p>0 marks = no response or no response worthy of credit</p> |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|--------|-------|---|--|
| | | | | | Content | Levels of response |
| | | | | | <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 4 and use 2 as a default mark. • Marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. • At the top of Level 4, candidates will have made good use of paragraphs to separate arguments and factors influencing voting behaviour. • 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> <p>Level 4 3 marks Level 3 2 marks Level 2 2 marks Level 1 1 mark</p> <p>0 marks = no response or no response worthy of credit</p> |

| Question | | Answer | Marks | Guidance | |
|----------|--|--|-------|--|---|
| | | | | Content | Levels of response |
| 2 | | <p>AO1:</p> <p>Candidates should display knowledge and understanding of the ideologies and factions within US political parties.</p> <p>This may include reference to:</p> <p>Key concepts such as liberalism, conservatism (economic / fiscal and social), Keynesianism / social democracy</p> <p>Foreign policy relating to isolationism and interventionism / “hawks” v. “doves”, economic nationalism, internationalism</p> <p>Developments such as neo-conservatism, Tea Party Movement</p> <p>Policies of the parties such as ‘America First’, trade issues (NAFTA, TPP), One China policy,</p> <p>Factions such as Rockefeller / Main Street / Libertarian Republicans</p> <p>Individuals such as John McCain and Elizabeth Warren as leaders / members of the above factions.</p> | 25 | <p>AO1:</p> <p>Level 4 for candidates who display a thorough and accurate knowledge of party ideology and factions.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to party ideology and factions.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to party ideology and factions.</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 1-2 marks</p> <p>0 marks = no response or no response worthy of credit</p> |

| Question | | Answer | Marks | Guidance | |
|----------|--|--|-------|---|---|
| | | | | Content | Levels of response |
| | | <p>AO2:</p> <p>This may include discussion of the following:</p> <p>Analysis of policy platforms in the 2016 elections</p> <p>Developments since the inauguration in 2017</p> <p>ideological convergence & the “end of history” thesis</p> <p>Ideological divergence and party polarisation</p> <p>The use of policy differences and voting in the Congress to illustrate ideological similarities and differences</p> <p>Analysis of recent developments from the Trump administration.</p> <p>Similarities between the Obama and Bush administrations</p> | | <p>AO2:</p> <p>Level 4 for candidates who display a thorough and accurate knowledge of both party ideology and factions.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to party ideology and factions.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to party ideology and factions.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems</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 1-2 marks</p> <p>0 marks = no response or no response worthy of credit</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 and use 4 as a default mark. • A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. • At 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 1 mark</p> <p>0 marks = no response or no response worthy of credit</p> |

| Question | | Answer | Marks | Guidance | |
|----------|--|---|-------|--|---|
| | | | | Content | Levels of response |
| 3 | | <p>AO1:</p> <p>Candidates should display knowledge and understanding of the methodology of pressure groups in the USA</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • The separation of powers and the branches of government. • State government. • Specific examples of US pressure groups and their strategies. • Super PACs & FEC v Citizens United • The quantity and quality of membership. • Leadership. • Organisation. • Issues. • Examples of pressure group activities such as: lobbying, 'iron triangles'; 'revolving door', campaign donations & electoral activity | 25 | <p>AO1:</p> <ul style="list-style-type: none"> • Level 4 for candidates who display a thorough and accurate knowledge of the tactics employed by pressure groups. Reference to a range of specific US pressure groups is likely to be the key discriminator. • Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to pressure group methodology. • Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to pressure group strategies. • Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems. | <p>AO1 [10]:</p> <p>Level 4 9-10 marks Level 3 6-8 marks Level 2 3-5 marks Level 1 1-2 marks</p> <p>0 marks = no response or no response worthy of credit</p> |

| Question | | Answer | Marks | Guidance | | | | | | | | | |
|----------|------------|---|-------|---|--|---------|------------|---------|-----------|---------|-----------|---------|-----------|
| | | | | Content | Levels of response | | | | | | | | |
| | | <p>AO2:</p> <p>Expect candidates to assess the impact of the range of access points available to pressure groups on the likelihood of success.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> • Contacts with the three separate branches of government. • Concepts such as gridlock related to the composition of the Congress and party of the president. • The importance of campaign finance. • Examples of amicus curiae briefs and the use of judicial review by the Supreme Court. • Elitist and pluralist debates. • The significance of the issue and the scale of opposition. | | <p>AO2:</p> <ul style="list-style-type: none"> • Level 4, candidates will attempt to evaluate the relative importance of the factors that contribute to pressure group success. A simple listing of factors without such an evaluation will restrict access to this mark level. • 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. • 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. • 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>AO2 [10]:</p> <table> <tr> <td>Level 4</td> <td>9-10 marks</td> </tr> <tr> <td>Level 3</td> <td>6-8 marks</td> </tr> <tr> <td>Level 2</td> <td>3-5 marks</td> </tr> <tr> <td>Level 1</td> <td>1-2 marks</td> </tr> </table> <p>0 marks = no response or no response worthy of credit</p> | Level 4 | 9-10 marks | Level 3 | 6-8 marks | Level 2 | 3-5 marks | Level 1 | 1-2 marks |
| Level 4 | 9-10 marks | | | | | | | | | | | | |
| Level 3 | 6-8 marks | | | | | | | | | | | | |
| Level 2 | 3-5 marks | | | | | | | | | | | | |
| Level 1 | 1-2 marks | | | | | | | | | | | | |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|--------|-------|--|--|
| | | | | | Content | Levels of response |
| | | | | | <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 3 and use 4 as a default mark. • A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. • At 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 1 mark</p> <p>0 marks = no response or no response worthy of credit</p> |

| Question | | Answer | Marks | Guidance | |
|----------|--|---|-------|--|---|
| | | | | Content | Levels of response |
| 4 | | <p>AO1:</p> <p>Candidates should display knowledge and understanding of the Executive Office of the President and the cabinet.</p> <p>This may include reference to the roles played by:</p> <ul style="list-style-type: none"> • The National Security Agency and NSA. • National Economic Council & The Council of Economic Advisors. • The Office of Management and Budget. • The White House Office and individual appointments such as Chief Strategist / Counselor (sic) / Advisor etc. • The Chief of Staff. • The cabinet. <p>Examples from the Trump, Obama and Bush administrations.</p> | 25 | <p>AO1:</p> <ul style="list-style-type: none"> • Level 4 for candidates who display a thorough and accurate knowledge of the EXOP and the cabinet. This should include reference to several distinct parts of the EXOP and cabinet appointments. • Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the EXOP and the cabinet. • Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to the EXOP& the cabinet. • Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems. | <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 1-2 marks</p> <p>0 marks = no response or no response worthy of credit</p> |

| Question | | Answer | Marks | Guidance | | | | | | | | | |
|----------|------------|---|-------|---|---|---------|------------|---------|-----------|---------|-----------|---------|-----------|
| | | | | Content | Levels of response | | | | | | | | |
| | | <p>AO2:</p> <p>Expect candidates to evaluate the roles of the EXOP and the cabinet.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> • Proximity • Issues relating to loyalty and trust / agency capture / iron triangles • EXOP problems of: <ul style="list-style-type: none"> • Control • Coordination • Communication • Size. • The need for: <ul style="list-style-type: none"> - Policy development - Policy implementation - Congressional liaison. • The roles of the president. • Comparisons with the UK system of cabinet government and collective responsibility. • Electoral value of appointments. • Frequency of meetings and presidential use of the cabinet. | | <p>AO2:</p> <ul style="list-style-type: none"> • Level 4 candidates will provide a range of arguments relating to both the EXOP and the cabinet. There should be balance in that the positive role played by the cabinet secretaries should be recognised as should be the problems of the EXOP. • 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 and the cabinet. • 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. Answers at this level will tend to offer a one-sided view of the EXOP’s supremacy. • 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>AO2 [10]:</p> <table border="0"> <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>1-2 marks</td> </tr> </table> <p>0 marks = no response or no response worthy of credit</p> | Level 4 | 9-10 marks | Level 3 | 6-8 marks | Level 2 | 3-5 marks | Level 1 | 1-2 marks |
| Level 4 | 9-10 marks | | | | | | | | | | | | |
| Level 3 | 6-8 marks | | | | | | | | | | | | |
| Level 2 | 3-5 marks | | | | | | | | | | | | |
| Level 1 | 1-2 marks | | | | | | | | | | | | |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|--------|-------|--|--|
| | | | | | Content | Levels of response |
| | | | | | <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 3 and use 4 as a default mark. • A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. • At 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 1 mark</p> <p>0 marks = no response or no response worthy of credit</p> |

| Question | | Answer | Marks | Guidance | |
|----------|--|--|-------|---|---|
| | | | | Content | Levels of response |
| 6 | | <p>AO1:</p> <p>Candidates should display knowledge and understanding of the work of the Congress.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • Congressional oversight: Hearings, cabinet and public • Types of committee: standing, select, joint • Sub-committees • Staffing • Committee chairs • Legislative work such as pork barrel politics, ear-marking and log-rolling, House Rules Committee • Functions performed on the floor, via the media, in constituencies and at state level. • Scrutiny of appointments | [25] | <p>AO1:</p> <ul style="list-style-type: none"> • Level 4 candidates will display a thorough and accurate knowledge of the work of the Congress. • Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the work of the Congress. • Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to congressional functions. • Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems. | <p>AO1 [10]:</p> <p>Level 4 9-10 marks Level 3 6-8 marks Level 2 3-5 marks Level 1 1-2 marks</p> <p>0 marks = no response or no response worthy of credit</p> |

| Question | | Answer | Marks | Guidance | | | | | | | | | |
|----------|------------|---|-------|--|--|---------|------------|---------|-----------|---------|-----------|---------|-----------|
| | | | | Content | Levels of response | | | | | | | | |
| | | <p>AO2:</p> <p>Expect candidates to evaluate the work the Congress.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> • Specialisms within committees • Committee chairs as de facto leaders in the Congress • Sub-committees and increased fragmentation • Opportunities to pigeonhole / 'kill a bill' • Comparison with UK committees • Composition and party discipline / partisanship and the polarisation of the parties. • Potential for iron triangles and impact on scrutiny of the executive departments • The importance of profile, staffing and resourcing • Differences between House and Senate • Work done outside committees | | <p>AO2:</p> <ul style="list-style-type: none"> • Level 4 candidates will consider a range of factors which illustrate the importance of congressional committee work and consider counter arguments. • 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 work of the congressional committees and beyond. • 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 work of the Congress. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. • Level 1 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning. | <p>AO2 [10]:</p> <table> <tr> <td>Level 4</td> <td>9-10 marks</td> </tr> <tr> <td>Level 3</td> <td>6-8 marks</td> </tr> <tr> <td>Level 2</td> <td>3-5 marks</td> </tr> <tr> <td>Level 1</td> <td>1-2 marks</td> </tr> </table> <p>0 marks = no response or no response worthy of credit</p> | Level 4 | 9-10 marks | Level 3 | 6-8 marks | Level 2 | 3-5 marks | Level 1 | 1-2 marks |
| Level 4 | 9-10 marks | | | | | | | | | | | | |
| Level 3 | 6-8 marks | | | | | | | | | | | | |
| Level 2 | 3-5 marks | | | | | | | | | | | | |
| Level 1 | 1-2 marks | | | | | | | | | | | | |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|--------|-------|--|--|
| | | | | | Content | Levels of response |
| | | | | | <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 3 and use 4 as a default mark. • A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. • At 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 1 mark</p> <p>0 marks = no response or no response worthy of credit</p> |

| 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.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • Concepts such as: <ul style="list-style-type: none"> - Judicial activism - Judicial restraint - Strict and loose constructionism. • Rulings from the Court. • The composition and voting blocs on the Court. • Presidential nominations to the Court. • The Senate's role in the confirmation process. • Amicus curiae briefs and cases brought by pressure groups. | 25 | <p>AO1:</p> <ul style="list-style-type: none"> • Level 4 candidates will display a thorough and accurate knowledge of the role of the Supreme Court and its rulings. • Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the Supreme Court. • Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to the Supreme Court. • Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems. | <p>AO1 [10]:</p> <p>Level 4 9-10 marks Level 3 6-8 marks Level 2 3-5 marks Level 1 1-2 marks</p> <p>0 marks = no response or no response worthy of credit</p> |

| Question | | Answer | Marks | Guidance | | | | | | | | | |
|----------|------------|---|-------|---|--|---------|------------|---------|-----------|---------|-----------|---------|-----------|
| | | | | Content | Levels of response | | | | | | | | |
| | | <p>AO2:</p> <p>Expect candidates to evaluate the role played by the Supreme Court.</p> <p>This could include discussion of:</p> <ul style="list-style-type: none"> • The meaning of political and judicial functions. • Analysis of rulings from the Court using liberal and conservative criteria. • The impact of recent appointments and voting blocs upon the Court. • The impact of the constraints upon the Court. • The impact of having a written constitution. | | <p>AO2:</p> <ul style="list-style-type: none"> • Level 4 candidates will provide a range of arguments both for and against the Supreme Court playing a political role. • 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. • 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. • 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>AO2 [10]:</p> <table> <tr> <td>Level 4</td> <td>9-10 marks</td> </tr> <tr> <td>Level 3</td> <td>6-8 marks</td> </tr> <tr> <td>Level 2</td> <td>3-5 marks</td> </tr> <tr> <td>Level 1</td> <td>1-2 marks</td> </tr> </table> <p>0 marks = no response or no response worthy of credit</p> | Level 4 | 9-10 marks | Level 3 | 6-8 marks | Level 2 | 3-5 marks | Level 1 | 1-2 marks |
| Level 4 | 9-10 marks | | | | | | | | | | | | |
| Level 3 | 6-8 marks | | | | | | | | | | | | |
| Level 2 | 3-5 marks | | | | | | | | | | | | |
| Level 1 | 1-2 marks | | | | | | | | | | | | |

| Question | | | Answer | Marks | Guidance | |
|----------|--|--|--------|-------|--|--|
| | | | | | Content | Levels of response |
| | | | | | <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 3 and use 4 as a default mark. • A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. • At 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 1 mark</p> <p>0 marks = no response or no response worthy of credit</p> |

| Question | | Answer | Marks | Guidance | |
|----------|--|---|-------|--|---|
| | | | | Content | Levels of response |
| 8 | | <p>AO1:</p> <p>Candidates should display knowledge and understanding of the Bill of Rights and other methods of protecting rights in the USA.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • The Bill of Rights. • The 14th amendment. • Other amendments such as 13th, 15th and 19th. • Rulings from the Supreme Court. • Pressure groups which protect minority rights such as the NAACP. • Pressure groups which protect individual rights such as the NRA and ACLU. • Executive actions such as support for the use of torture, deportations, travel bans, restrictions on the availability of abortions. • Legislative actions such as congressional use of the Espionage Act and the passing and renewal of the Patriot Act. | 25 | <p>AO1:</p> <ul style="list-style-type: none"> • Level 4 candidates may display a thorough and accurate knowledge of the Bill of Rights and the means available to protect rights and liberties in the USA. • Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to rights and their protection. • Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to rights and their protection. • Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems. | <p>AO1 [10]:</p> <p>Level 4 9-10 marks Level 3 6-8 marks Level 2 3-5 marks Level 1 1-2 marks</p> <p>0 marks = no response or no response worthy of credit</p> |

| Question | | Answer | Marks | Guidance | |
|----------|--|---|-------|---|---|
| | | | | Content | Levels of response |
| | | <p>AO2:</p> <p>Expect candidates to evaluate the adequacy of the Bill of Rights as a means of protecting individual liberties.</p> <p>This may include discussion of the following:</p> <ul style="list-style-type: none"> • The impact of recent appointments to the Court and analysis of recent Supreme Court rulings. • An amendment by amendment analysis of recent rulings from the Supreme Court. • Political bias upon the Supreme Court and other examples of liberal and conservative activism. • The constraints upon the Court and its role as an appellate court. • Historical references to slavery and segregation. • The impact of international events such as terrorist attacks and national security crises such as 9/11. • The concept of 'paper rights'. | | <p>AO2:</p> <ul style="list-style-type: none"> • Level 4 candidates will provide a range of arguments both for and against the notion that the Bill of rights provides an adequate protection of rights and liberties. • Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the protection of rights. • Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues 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. • 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>AO2 [10]:</p> <p>Level 4 9-10 marks Level 3 6-8 marks Level 2 3-5 marks Level 1 1-2 marks</p> <p>0 marks = no response or no response worthy of credit</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 and use 4 as a default mark. • A further mark will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. • At 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 1 mark</p> <p>0 marks = no response or no response worthy of credit</p> |

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2018

