

Government and Politics

Advanced GCE

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

Mark Scheme for June 2013

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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
	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 the types of pressure group to be found in the United States.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> • promotional/cause • ideological • economic • sectional • insider and outsider • examples to illustrate the typology above. 	10	<p>AO1:</p> <ul style="list-style-type: none"> • At L4, candidates will be able to detail several types of pressure group with examples to illustrate their answers. Candidates may make specific reference to recent developments. • L3 for candidates who display a good knowledge and understanding of types of pressure group. • L2 for candidates who display a limited knowledge of pressure groups. • L1 for a basic and generalised knowledge with only a few points of relevance. <p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 and use 2 as a default mark. • At L2 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 0–2 marks</p> <p>AO3 [2]:</p> <p>Level 4 2 marks Level 3 2 marks Level 2 1 mark Level 1 0–1 mark</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>AO2: Expect candidates to evaluate the extent to which pressure groups have contributed to an elitist form of government in the US today.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • examples of US pressure groups. • an explanation of relevant terms such as elitism and pluralism. • reference to political scientists such as C Wright Mills, Dahl, Olsen and commentators such as Chomsky, Vidal and Nader. • the impact of FEC v Citizens United. • recent developments such as the banking crisis. • case studies such as gun control and health care reform, campaign finance in recent presidential and congressional elections. • concepts such as iron triangles, policy networks, the 'military-industrial complex', plutocracy and 'corporate socialism'. 	15	<p>AO2:</p> <ul style="list-style-type: none"> • To reach L4, candidates will attempt to make a judgement as to whether or not pressure groups have contributed to an elitist form of government in the US today. Their answer will have a balanced approach. There will be many references to US pressure groups. • L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political theories surrounding the power and influence of pressure groups in the USA. • L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues surrounding the power and influence of pressure groups in the USA. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. • L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. The candidate may be unable to discuss the power of pressure groups and rely on UK examples. 	<p>AO2 [12]:</p> <p>Level 4 10–12 marks Level 3 7–9 marks Level 2 4–6 marks Level 1 0–3 marks</p>

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Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 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 L4, 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 L2 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 0–1 mark</p>

Question	Answer	Marks	Guidance	
			Content	Levels of response
2	<p>AO1: Candidates should display knowledge and understanding of the Electoral College.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> • the winner takes all system • votes required to win • the Maine and Nebraska systems • voting in recent elections • state allocations • details of possible reforms • faithless electors. <p>AO2: Expect candidates to discuss the reasons why the Electoral College has not been reformed.</p> <p>This might include discussion of the strengths and advantages of the system such as:</p> <ul style="list-style-type: none"> • the provision of a clear winner • the defence of states' rights • the creation of a mandate. <p>Arguments might also evaluate the criticisms of the College by outlining:</p>	25	<p>AO1:</p> <ul style="list-style-type: none"> • To reach L4, candidates will display a good knowledge of the mechanism of the Electoral College and its operation in recent elections. • L3 for candidates who display good knowledge and understanding of the Electoral College. • L2 for candidates who display limited knowledge and understanding of the Electoral College. • L1 for a basic and generalised knowledge with only a few points of relevance. <p>AO2:</p> <ul style="list-style-type: none"> • To reach L4, candidates will provide a range of arguments which explain why the Electoral College has not been reformed. They will have a sharp focus on the question and not be pre-packaged answers on why the Electoral College should or should not be reformed. • L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the Electoral College. 	<p>AO1 [10]:</p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p> <p>AO2 [10]:</p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p>

Question		Answer	Marks	Guidance									
				Content	Levels of response								
		<ul style="list-style-type: none"> the unsuitability of a proportional system for the election of a single person as president the rarity of 'rogue electors' the rarity of tied votes. <p>Other arguments could include references to:</p> <ul style="list-style-type: none"> the difficulties of amending the constitution tradition and respect for the Constitution and intentions of the Founding Fathers. <p>Discussion of the reasons for reform can be valid if placed in the context of the question.</p>		<ul style="list-style-type: none"> L2 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. L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. Answers may delve into primaries and nominations of candidates. <p>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach L3 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 L4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At L2 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												
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Level 1	0–1 mark												

Question		Answer	Marks	Guidance	
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3		<p>AO1: Candidates should display knowledge and understanding of the functions of parties in US government and politics.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> party functions such as: <ul style="list-style-type: none"> – participation – representation – governing – ideological choice – provision of candidates – mobilisation of the electorate – education and information. details from elections and voting in the Congress. party systems in the US. <p>Mention may be made of US pressure groups.</p> <p>AO2: Expect candidates to evaluate the success of parties in the performance of their functions.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> declining party membership. dealignment. voting in the Congress dominated by local concerns. the role played by pressure groups and more recently 527 groups. 	25	<p>AO1:</p> <ul style="list-style-type: none"> To reach L4, candidates will display a thorough and accurate knowledge of the functions of political parties. L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to party functions. L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to party functions. L1 for a basic and generalised knowledge with only a few points of relevance. Candidates are likely to centre on one function. <p>AO2:</p> <ul style="list-style-type: none"> To reach L4, candidates will provide an evaluation of how well the parties fulfil their functions. L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to party functions. L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to party functions. Limited attempt to explain a few of the more obvious 	<p>AO1 [10]:</p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p> <p>AO2 [10]:</p> <p>Level 4 9–10 marks Level 3 6–8 marks Level 2 3–5 marks Level 1 0–2 marks</p>

Question			Answer	Marks	Guidance	
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			<ul style="list-style-type: none"> the role played by the president, congressional leaders and party whips. the rise of candidate-centred campaigns and reforms to the nomination process. <p>Arguments in favour of party decline could be countered by signs of party revival, such as:</p> <ul style="list-style-type: none"> the use of super delegates. increased partisanship and polarisation in the Congress. the return of an ideological divide. increased training and funding of candidates via 'soft money' donations before the 2002 Bipartisan Campaign Finance Act. 		<p>points, central to the question and to recognise and describe some differing viewpoints.</p> <ul style="list-style-type: none"> L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. Essays will tend focus on one function or functions generally. <p>AO3:</p> <ul style="list-style-type: none"> Expect most candidates to reach L3 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 L4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At L2 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	
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4		<p>AO1: Candidates should display knowledge of the role of Roberts Court in the defence of rights and liberties.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • cases in which rights have been protected: <ul style="list-style-type: none"> – Snyder v Phelps (speech) – Citizens United v FEC (speech) – Salazar v Buono (religion) – US v Stevens (speech) – DC v Heller (guns) – McDonald v Chicago (guns). • cases where liberal rights have not been protected: <ul style="list-style-type: none"> – Holder v Humanitarian Law Project (speech) – Morse v Frederick (speech) – Gonzales v Carhart (abortion) – Baze v Rees (death penalty). • voting on the Court. 	25	<p>AO1:</p> <ul style="list-style-type: none"> • To reach L4, candidates will display a thorough and accurate knowledge of the Roberts Court and rights and liberties in the US. • L3 for candidates who display good knowledge and understanding of relevant concepts, such as liberal and conservative, strict and loose constructionism, active and passive. • L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political theories relating to the Roberts Court and rights and liberties. • L1 for a basic and generalised knowledge with only a few points of relevance. 	<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: Expect candidates to evaluate the role of the Roberts Court in the defence of rights and liberties.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> • conservative rulings from the Court. • liberal rulings from the Court. • the impact of recent appointments. • terms such as strict and loose constructionism, active and passive, judicial activism and restraint. • differing attitudes to political rights such as free speech and the rights of prisoners and the accused. • the number of 5:4 rulings and the role played by voting blocs and the 'swing' justice on the Court. • the constraints on the Court. 		<p>AO2:</p> <ul style="list-style-type: none"> • To reach L4, candidates will discuss a range of cases and provide a balanced argument. • L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the Roberts Court and the protection of rights. • L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation relating to the Roberts Court and the protection of rights. • L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. Discussion is likely to feature on other courts rather than the Roberts Court and its cases. 	<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	
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					<p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 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 L4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At L2 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
5		<p>AO1: Candidates should display knowledge and understanding of the US Constitution.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • amendments to the US Constitution. • the amendment process. • failed amendments. • 'elastic clauses'. • redundant parts of the Constitution such as the third amendment. • the power of Judicial Review. • Supreme Court cases. • amendments to uncodified constitutions. • changes in socio-economic conditions in the US since 1787. • the evolution of the US president's powers. • changes in federal-state relations • amendments via legislation and convention. 	25	<p>AO1:</p> <ul style="list-style-type: none"> • To reach L4, candidates will display a thorough and accurate knowledge of the US Constitution and the amendments, both successful and unsuccessful, over time. • L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political developments relating to the US Constitution. • L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political developments relating to the US Constitution. • L1 for a basic and generalised knowledge with only a few points of relevance. 	<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: Expect candidates to discuss the claim that the US Constitution is flexible.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> the changing role of the president. the changes in federal-state relations. the role of the Supreme Court in creating a 'living constitution'. the adaptation of the Constitution to changing circumstances in cases such as abortion, wire tapping, the internet and civil rights. the relative ease with which amendments can be passed if they suit the zeitgeist (26th voting rights/18th prohibition, Reconstruction amendments). <p>These views can be countered by reference to:</p> <ul style="list-style-type: none"> the difficulty of the amendment process and strict constructionism on the Supreme Court. the survival of the 2nd and 3rd amendments. 		<p>AO2:</p> <ul style="list-style-type: none"> To reach L4, candidates will provide a range of arguments both for and against the flexibility of the US Constitution. There may be comparisons with other countries. L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the flexibility of the US Constitution. L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the flexibility of the US Constitution. Limited attempt to explain a few of the more obvious points, central to the question and to recognise and describe some differing viewpoints. L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. Essays are likely to lack a focus on evolution/organic constitutions and rigidity. 	<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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					<p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 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 L4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At L2 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
6		<p>AO1: Candidates should display knowledge and understanding of executive oversight by Congress.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> the powers of Congress with regard to appointments, impeachment and treaties. 'The power of the purse' – budgetary role and financial scrutiny (2011 debt ceiling debate). implied powers. the work of congressional committees such as Appropriations, House Government Reform Committee and Senate Homeland Security and Governmental Affairs Committee. examples such as general Petraeus before the Senate Armed Services Committee. congressional hearings. congressional support agencies and staff (CBO, GAO). legislation designed to improve accountability of the executive such as Reports Consolidation Act 2000 and Government Performance and Results Act 1993 and more historical examples such as Legislative Reorganisation Act. 	25	<p>AO1:</p> <ul style="list-style-type: none"> To reach L4, candidates will display a thorough and accurate knowledge of executive oversight and the functions of Congress. L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political developments relating to executive oversight. L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political developments relating to executive oversight. L1 for a basic and generalised knowledge with only a few points of relevance. Essays will lack a clear focus on the functions of Congress. 	<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
			<ul style="list-style-type: none"> Historical examples from temporary select committees such as Whitewater, Iran Contra and Watergate. <p>AO2: Expect candidates to assess the importance of executive oversight by Congress.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> the separation of powers and checks and balances. the functions of Congress with regard to legislation, representation, deliberative, scrutiny and investigation. financial scrutiny and budgetary powers. discussion of the work of Congress and its effectiveness. an assessment of the powers of the presidency. case studies. The role of parties and the composition of Congress. 		<p>AO2:</p> <ul style="list-style-type: none"> To reach L4, candidates will provide a range of arguments both for and against the argument that executive oversight is the most important function of Congress. L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues. L2 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. L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. 	<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	
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					<p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 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 L4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At L2 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
7		<p>AO1: Candidates should display knowledge and understanding of the control of the presidency.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> • the powers granted in the Constitution. • the checks available to the Congress. • details of US foreign policy and the actions of the president such as with regard to Libya, Afghanistan, Iraq (Gulf War I and II), Somalia, Bosnia. • treaties such as NEW START. • more historical developments such as Vietnam, Korea, the dropping of the A bomb, WWII and I, Treaties (Versailles, Panama Canal, Comprehensive Test Ban, START I & II, SALT I & II). • legislation like the War Powers Act, Case Act and executive agreements. • congressional Committees such as the Senate Foreign Relations Committee. • overt and covert foreign policy. • the role of the CIA, UN, EU, WTO. • presidential doctrines – Bush, Truman, Monroe. 	25	<p>AO1:</p> <ul style="list-style-type: none"> • To reach L4, candidates will display a good knowledge of the power of the presidency. Essays will have a thorough and accurate knowledge of the constitutional arrangements and developments in foreign policy. • L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political developments relating to the control of foreign policy. • L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political developments relating to the control of foreign policy. • L1 for a basic and generalised knowledge with only a few points of relevance. Essays will tend to lack a sharp focus on foreign policy and refer only to presidential-congressional relations in general. 	<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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		<ul style="list-style-type: none"> concepts such as the imperial and imperilled presidency, ‘reimperialisation of the presidency’ (GW Bush). presidential ambassadorial appointments. <p>AO2: Expect candidates to discuss presidential control over foreign policy compared to domestic policy.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> separation and shared powers. the parochial focus of Congress the need for quick decisions in a nuclear age. the post-war anti-communist consensus. the impact of Iraq/Afghanistan, 9/11, Vietnam (and Watergate). the attitude of Congress post-Nixon. the impact of presidential restraining legislation. scrutiny of foreign policy by Congress. difficulties encountered by the president in domestic policy such as over healthcare and budgets. 		<p>AO2:</p> <ul style="list-style-type: none"> To reach L4, candidates will provide a range of arguments both for and against the view that the president has more control in foreign policy than over domestic policy. L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political developments relating to foreign policy. L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political developments relating to foreign policy. Limited attempt to explain a few of the more obvious points, central to the question and to recognise and describe some differing viewpoints. L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. Candidates are unlikely to focus on foreign policy control. 	<p>AO2 [10]:</p> <table> <tr> <td>Level 4</td> <td>9–10 marks</td> </tr> <tr> <td>Level 3</td> <td>6–8 marks</td> </tr> <tr> <td>Level 2</td> <td>3–5 marks</td> </tr> <tr> <td>Level 1</td> <td>0–2 marks</td> </tr> </table>	Level 4	9–10 marks	Level 3	6–8 marks	Level 2	3–5 marks	Level 1	0–2 marks
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Mark Scheme

June 2013

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					<p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 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 L4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At L2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO3 [5]:</p> <p>Level 4 5 marks Level 3 4 marks Level 2 2–3 marks Level 1 0–1 mark</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
8		<p>AO1: Candidates should display knowledge and understanding of appointments to the Supreme Court.</p> <p>This may include reference to some of the following:</p> <ul style="list-style-type: none"> • the appointment process. • the appointments of Roberts, Alito, Sotomayor and Kagan. • the death of Rehnquist and retirements of O'Connor, Souter and Stevens. • the jurisprudence and political outlook of the justices above. • voting blocs and the balance of the Court. • rulings from the Roberts Court and others. • references to terms and concepts such as strict and loose constructionism, activism and restraint/passivism, liberal and conservative. • detail of the Bill of Rights and voting on the Senate Judiciary Committee and on the floor of the full Senate. 	25	<p>AO1:</p> <ul style="list-style-type: none"> • To reach L4, candidates will display a good knowledge of recent appointments to the Court and rulings from the Roberts Court. • L3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political developments relating to the Supreme Court. • L2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political developments relating to the Supreme Court. • L1 for a basic and generalised knowledge with only a few points of relevance. Candidates will lack knowledge of recent appointments and rulings from the Court. 	<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: Expect candidates to evaluate the impact of recent appointments to the Court.</p> <p>This may include discussion of some of the following:</p> <ul style="list-style-type: none"> • the balance of the Court. • the outlook of the new and old justices. • recent rulings from the Court. • liberalism and conservatism. • the jurisprudence of previous courts and their rulings. • the idea of a presidential 'legacy'. 		<p>AO2:</p> <ul style="list-style-type: none"> • To reach L4, candidates will assess whether or not the recent appointments have been a like for like swap. The replacement of O'Connor by Alito is likely to be highlighted as pivotal as others were essentially 'like for like' replacements, ie liberal for a liberal etc. • L3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the recent appointments to the Court. • L2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the recent appointments to the Court. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. • L1 for a basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints. Essays may tend to focus on the appointment process rather than their impact. 	<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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Mark Scheme

June 2013

Question			Answer	Marks	Guidance	
					Content	Levels of response
					<p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach L3 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 L4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At L2 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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