



GCE

Government and Politics

Unit **F855**: 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.

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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, the table showing the breakdown of marks by levels and assessment objectives (see below), and the Assessment Matrix (see Appendix 1).

Table of Marks by Levels and Assessment Objectives

Level	AO1	AO2	AO3
4	16-20	19-24	6
3	11-15	13-18	4-5
2	6-10	7-12	2-3
1	0-5	0-6	0-1

The Assessment Matrix

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

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

And credit answers which display knowledge and understanding of:

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

The Mark Scheme

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

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

Question		Answer	Marks	Guidance									
				Content	Levels of response								
1		<p>AO1:</p> <p>Candidates display knowledge of voting behaviour in recent elections.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • Class and partisan dealignment. • Levels of voter turnout. • Voting in recent elections. • Models of voting behaviour. • Long and short term influences upon voting behaviour. • Evidence of volatility. • Split-ticket voting. • Evidence of realignment. 	50	<p>AO1:</p> <ul style="list-style-type: none"> • Level 4 candidates will have a thorough and accurate knowledge of voting behaviour and refer to recent elections. • Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to voting behaviour. • Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to voting behaviour. • Level 1 for a basic and generalised knowledge with only a few points of relevance. 	<p>AO1 [20]:</p> <table> <tr> <td>Level 4</td> <td>16-20 marks</td> </tr> <tr> <td>Level 3</td> <td>11-15 marks</td> </tr> <tr> <td>Level 2</td> <td>6-10 marks</td> </tr> <tr> <td>Level 1</td> <td>1-5 marks</td> </tr> </table> <p>0 marks – no response or no response worthy of credit</p>	Level 4	16-20 marks	Level 3	11-15 marks	Level 2	6-10 marks	Level 1	1-5 marks
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		<p>AO2:</p> <p>Expect candidates to discuss the consequences of dealignment for the relative importance of factors that determine 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> <ul style="list-style-type: none"> • 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. • 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. • 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. • Level 1. Basic attempt to explain simpler points central to the question and to recognise and describe few viewpoints. 	<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>1-6 marks</td> </tr> </table> <p>0 marks – no response or no response worthy of credit</p>	Level 4	19-24 marks	Level 3	13-18 marks	Level 2	7-12 mark	Level 1	1-6 marks
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2		<p>AO1:</p> <p>Expect candidates to display knowledge of the functions of political parties and candidate and issue centred politics.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> ● Levels of membership and voter identification. ● Voting in recent elections. ● Membership and formation of pressure groups / the 'new' politics. ● Other functions of parties such as electoral, ideological and governmental. ● Candidate selection and fundraising. ● Campaigning and mobilisation of the vote. ● The role of the media in terms of education and information / 'fake news'. ● Recent elections ● Candidate centred campaigns. ● Salient issues 	50	<p>AO1:</p> <ul style="list-style-type: none"> ● Level 4 candidates will have a thorough and accurate knowledge and understanding of the functions of political parties, candidate centred campaigns and salient issues. ● Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to political parties, candidates and issues. ● Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to political parties, candidates and issues. ● Level 1 for a basic and generalised knowledge with only a few points of relevance. 	<p>AO1 [20]:</p> <p>Level 4 16-20 marks Level 3 11-15 marks Level 2 6-10 marks Level 1 1-5 marks</p> <p>0 marks – no response or no response worthy of credit</p>

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		<p>AO2:</p> <p>Expect candidates to assess the functions of political parties, candidates and issues</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> • Theories of party decline and renewal. • The role played by candidates such as Trump, Farage, Corbyn, LePen etc. • Issues such as Brexit, trade, unemployment, living standards, immigration. • Ideological convergence and divergence. • Dealignment, political apathy and low voter turnout. • The use of social media as a means of political participation and communication. • The role of pressure groups and new social movements • The continued hegemony of parties over government and elections 		<p>AO2:</p> <ul style="list-style-type: none"> • Level 4 candidates will provide a balanced answer and maintain a sharp focus on the question. • 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 functions of political parties. • 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, candidates and issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. • Level 1. Basic attempt to explain simpler points central to the question and to recognise and describe few viewpoints. 	<p>AO2 [24]:</p> <p>Level 4 19-24 marks Level 3 13-18 marks Level 2 7-12 mark Level 1 1-6 marks</p> <p>0 marks – no response or no response worthy of credit</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> <ul style="list-style-type: none"> • Examples of pressure group activity. • Membership of pressure groups. • Membership of political parties and levels of voter turnout. • New social movements. • Theories of pressure groups' role in democracies such as pluralism, elitism and Marxism. • The role of money in elections. Super PACS. • Concepts such as the military – industrial complex, the “bankocracy”. 		<p>AO1:</p> <ul style="list-style-type: none"> • Level 4 candidates will have a thorough and accurate knowledge and understanding of the role of pressure groups in a democracy. • Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to pressure groups. • Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to pressure groups. • Level 1 for a basic and generalised knowledge with only a few points of relevance. 	<p>AO1 [20]:</p> <table> <tr> <td>Level 4</td> <td>16-20 marks</td> </tr> <tr> <td>Level 3</td> <td>11-15 marks</td> </tr> <tr> <td>Level 2</td> <td>6-10 marks</td> </tr> <tr> <td>Level 1</td> <td>1-5 marks</td> </tr> </table> <p>0 marks – no response or no response worthy of credit</p>	Level 4	16-20 marks	Level 3	11-15 marks	Level 2	6-10 marks	Level 1	1-5 marks
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		<p>AO2:</p> <p>Expect candidates to discuss the power 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 anti-establishment sentiment, opposition to budget cuts, infrastructure projects such as HS2, opposition to fracking. • The significance of pressure groups such as the Occupy and Tea Party Movements. • Party decline and ‘democratic deficit’. • The problems of electoral systems in representing the views of the electorate. • The participation, representation scrutiny, education and information functions of pressure groups. • Secrecy and transparency in government 		<p>AO2:</p> <ul style="list-style-type: none"> • 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. • 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. • 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. • Level 1. Basic attempt to explain simpler points central to the question and to recognise and describe few viewpoints. 	<p>AO2 [24]:</p> <p>Level 4 19-24 marks Level 3 13-18 marks Level 2 7-12 mark Level 1 1-6 marks</p> <p>0 marks – no response or no response worthy of credit</p>

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4		<p>AO1:</p> <p>Candidates display knowledge of devolved, federal and unitary states.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • Federal states such as the US & Germany. characteristics of these countries with regard to size, race, language and culture. • Unitary states such as the UK. • Devolution: UK (with Devo Max, EVEL,) & asymmetric devolution in Spain. <p>Recent developments such as:</p> <ul style="list-style-type: none"> • The possibility of Scottish Referendum II / Catalan independence. • Northern powerhouse and localism, city mayors, Regional Combined Authorities & the abolition of Regional Development Agencies. • Concepts such as subsidiarity, homogeneity and heterogeneity. 		<p>AO1:</p> <ul style="list-style-type: none"> • Level 4 candidates will have a thorough and accurate knowledge and understanding of federal, devolved and unitary states. • Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to central – regional government relations. • Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to central – regional government relations. • Level 1 for a basic and generalised knowledge with only a few points of relevance. 	<p>AO1 [20]:</p> <table> <tr> <td>Level 4</td> <td>16-20 marks</td> </tr> <tr> <td>Level 3</td> <td>11-15 marks</td> </tr> <tr> <td>Level 2</td> <td>6-10 marks</td> </tr> <tr> <td>Level 1</td> <td>1-5 marks</td> </tr> </table> <p>0 marks – no response or no response worthy of credit</p>	Level 4	16-20 marks	Level 3	11-15 marks	Level 2	6-10 marks	Level 1	1-5 marks
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		<p>AO2:</p> <p>Expect candidates to evaluate the problems posed by unitary and federal states and the solutions offered by devolution.</p> <p>These might be countered by a consideration of their advantages and the problems of devolution.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> ● Problems of accountability. ● Levels of representation. ● Cleavages in a society on racial, linguistic, cultural and religious grounds. ● Issues relating to cost and duplication. ● Questions of sovereignty. 		<p>AO2:</p> <ul style="list-style-type: none"> ● Level 4 candidates will provide a balanced answer and maintain a sharp focus on the question. There needs to be a clear discussion on the all three systems of government. ● Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to central and regional government relations. ● Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. ● Level 1. Basic attempt to explain simpler points central to the question and to recognise and describe few viewpoints. 	<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>1-6 marks</td> </tr> </table> <p>0 marks – no response or no response worthy of credit</p>	Level 4	19-24 marks	Level 3	13-18 marks	Level 2	7-12 mark	Level 1	1-6 marks
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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> <ul style="list-style-type: none"> ● Developments since 9/11. ● Court rulings. ● Executive actions. ● Legislative acts. ● The role played by pressure groups such as the ACLU and Liberty. ● The constitutional arrangements in a country and international agreements. ● The content of bills of rights. ● Definitions of rights: positive, natural and negative. 		<p>AO1:</p> <ul style="list-style-type: none"> ● Level 4 candidates will have a thorough and accurate knowledge and understanding of the protection of rights and liberties and related contemporary developments. ● 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. ● 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. ● Level 1 for a basic and generalised knowledge with only a few points of relevance. 	<p>AO1 [20]:</p> <table> <tr> <td>Level 4</td> <td>16-20 marks</td> </tr> <tr> <td>Level 3</td> <td>11-15 marks</td> </tr> <tr> <td>Level 2</td> <td>6-10 marks</td> </tr> <tr> <td>Level 1</td> <td>1-5 marks</td> </tr> </table> <p>0 marks – no response or no response worthy of credit</p>	Level 4	16-20 marks	Level 3	11-15 marks	Level 2	6-10 marks	Level 1	1-5 marks
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		<p>AO2:</p> <p>Expect candidates to discuss the need to provide greater protection of rights and liberties.</p> <p>This may include discussion of the following:</p> <ul style="list-style-type: none"> • Executive and legislative actions after Trump's victory and Brexit such as: attitudes to torture and the closure of Guantánamo Bay; abortion availability; immigration; the repeal of the HRA and replacement of the ECHR. • A range of individual liberties. • Court rulings. • The role played by pressure groups. • The adequacy of constitutional arrangements in a country. • Concepts such as parliamentary sovereignty. 		<p>AO2:</p> <ul style="list-style-type: none"> • Level 4 candidates will provide a balanced answer and maintain a sharp focus on the question. There will be a real attempt to evaluate the threats posed to rights and the adequacy of their protection within a political system. • Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues. • Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. • Level 1. Basic attempt to explain simpler points central to the question and to recognise and describe few viewpoints. 	<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>1-6 marks</td> </tr> </table> <p>0 marks – no response or no response worthy of credit</p>	Level 4	19-24 marks	Level 3	13-18 marks	Level 2	7-12 mark	Level 1	1-6 marks
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6		<p>AO1:</p> <p>Candidates display knowledge of the functions and powers of legislatures.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • Scrutiny and oversight functions. • Committee structures and powers within a legislature. • Party composition in legislative chambers and the outcome of recent elections. • Party discipline and factors influencing voting in a chamber. • Party leadership in legislative chambers. • Constitutional arrangements in a country. • Concepts such as the separation of powers, checks and balances, accountability and gridlock. • Recent examples relating to judicial rulings, budgets, appointments, scrutiny and legislation. 		<p>AO1:</p> <ul style="list-style-type: none"> • Level 4 candidates will have a thorough and accurate knowledge and understanding of legislative functions and powers. Points of contrast will be made between political systems. • Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to legislative functions and powers. • Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems. • Level 1 for a basic and generalised knowledge with only a few points of relevance. 	<p>AO1 [20]:</p> <table> <tr> <td>Level 4</td> <td>16-20 marks</td> </tr> <tr> <td>Level 3</td> <td>11-15 marks</td> </tr> <tr> <td>Level 2</td> <td>6-10 marks</td> </tr> <tr> <td>Level 1</td> <td>1-5 marks</td> </tr> </table> <p>0 marks – no response or no response worthy of credit</p>	Level 4	16-20 marks	Level 3	11-15 marks	Level 2	6-10 marks	Level 1	1-5 marks
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		<p>AO2:</p> <p>Expect candidates to discuss the ability of a legislature 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, their powers, profile, staffing and resources. • Party structures. • Leadership and discipline in legislative chambers. • The impact of recent elections on the party composition. • Models of representation: mandate, delegate, trustee. 		<p>AO2:</p> <ul style="list-style-type: none"> • Level 4 candidates will provide a balanced answer and maintain a sharp focus on the question. The nature of the checks is likely to be separated into the scrutiny and legislative functions and points of contrast developed. • 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. • 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. • Level 1. Basic attempt to explain simpler points central to the question and to recognise and describe few viewpoints. 	<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>1-6 marks</td> </tr> </table> <p>0 marks – no response or no response worthy of credit</p>	Level 4	19-24 marks	Level 3	13-18 marks	Level 2	7-12 mark	Level 1	1-6 marks
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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> <ul style="list-style-type: none"> • The constitutional arrangements in a country. • Concepts such as the separation / fusion of powers and checks and balances. • The role of the media, the economy and approval ratings. • The style and skill of recent chief executives. • Party composition and discipline in the legislative chamber. • Recent events and elections. 		<p>AO1:</p> <ul style="list-style-type: none"> • Level 4, candidates will have a thorough and accurate knowledge and understanding of the power of chief executives. • Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the power of chief executives. • Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems. • Level 1 for a basic and generalised knowledge with only a few points of relevance. 	<p>AO1 [20]:</p> <table> <tr> <td>Level 4</td> <td>16-20 marks</td> </tr> <tr> <td>Level 3</td> <td>11-15 marks</td> </tr> <tr> <td>Level 2</td> <td>6-10 marks</td> </tr> <tr> <td>Level 1</td> <td>1-5 marks</td> </tr> </table> <p>0 marks – no response or no response worthy of credit</p>	Level 4	16-20 marks	Level 3	11-15 marks	Level 2	6-10 marks	Level 1	1-5 marks
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Level 3	11-15 marks												
Level 2	6-10 marks												
Level 1	1-5 marks												

Question		Answer	Marks	Guidance									
				Content	Levels of response								
		<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 constitutional and institutional arrangements in a country. • Changes over time. • The styles and skills of individual chief executives. • The significance of recent events and crises. • The impact of approval ratings / popular support. • The role played by supporting staff. 		<p>AO2:</p> <ul style="list-style-type: none"> • Level 4 candidates will provide a balanced answer and maintain a sharp focus on the question. They will go beyond constitutional arrangements and consider personal and political factors as an influence on the power of chief executives. • 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. • 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. • Level 1. Basic attempt to explain simpler points central to the question and to recognise and describe few viewpoints. 	<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>1-6 marks</td> </tr> </table> <p>0 marks – no response or no response worthy of credit</p>	Level 4	19-24 marks	Level 3	13-18 marks	Level 2	7-12 mark	Level 1	1-6 marks
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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 Level 3 and use 5 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 [6]:</p> <p>Level 4 6 marks Level 3 4-5 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 display knowledge of the role of judiciaries.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> • Executive power / “elective dictatorship” thesis. • Concepts such as: judicial review; judicial activism and restraint / passivism; strict and loose constructionism; the Rule of Law; parliamentary sovereignty. • The dockets and rulings of the Supreme Courts. • Cases relating to: Brexit; immigration & travel bans; abortion; the Human Rights Act and arrangements for a British Bill of Rights. • The role played by the ECJ and ECHR (past, present and future). • References to other constitutional courts. • Pressure groups’ and individual’s use of the judicial branch. 		<p>AO1:</p> <ul style="list-style-type: none"> • Level 4 candidates will have a thorough and accurate knowledge and understanding of the role and powers of judiciaries. • Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the role of the judiciary. • Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems. • Level 1 for a basic and generalised knowledge with only a few points of relevance. 	<p>AO1 [20]:</p> <table> <tr> <td>Level 4</td> <td>16-20 marks</td> </tr> <tr> <td>Level 3</td> <td>11-15 marks</td> </tr> <tr> <td>Level 2</td> <td>6-10 marks</td> </tr> <tr> <td>Level 1</td> <td>1-5 marks</td> </tr> </table> <p>0 marks – no response or no response worthy of credit</p>	Level 4	16-20 marks	Level 3	11-15 marks	Level 2	6-10 marks	Level 1	1-5 marks
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Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO2:</p> <p>Expect candidates to discuss the arguments surrounding the respective powers of judiciaries, executives and legislatures.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> • The power of judicial review and constitutional arrangements in a country with or without a written constitution. • The appointment process and recent appointments. • Discussion of concepts such as the independence / politicisation of the judiciary, the rule of law, the separation / fusion of powers and checks and balances; “elective dictatorship”. • The impact of the Human Rights Act and Constitutional Reform Act on the UK judiciary and impact of international courts such as the ECJ and ECHR. • The development of a rights’ culture & the use of the courts by individuals and pressure groups. • The constraints upon the judicial branch. 		<p>AO2:</p> <ul style="list-style-type: none"> • Level 4 candidates will provide a balanced answer and maintain a sharp focus on the question. • 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 the power exerted by the other branches of government. • 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. • Level 1. Basic attempt to explain simpler points central to the question and to recognise and describe few viewpoints. 	<p>AO2 [24]:</p> <p>Level 4 19-24 marks Level 3 13-18 marks Level 2 7-12 mark Level 1 1-6 marks</p> <p>0 marks – no response or no response worthy of credit</p>

Question			Answer	Marks	Guidance	
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