

Mark Scheme (Results)

Summer 2014

Pearson Edexcel GCE in
Government and Politics
(6GP03)

Paper 3C: Representative
Processes in the USA

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Publications Code UA039020

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General Marking Guidelines

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Question
1.	To what extent are different groups of minority voters concerned about the same political issues?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>The political concerns of any US racial/ethnic minority group can be legitimately cited but candidates are most likely to discuss Latino, black and Jewish voters.</p> <p>Non-racial/ethnic minorities, such as gay voters, can be credited, but voters who are clearly not part of a minority, such as women or whites, cannot.</p> <p>Issues of shared importance: Latino and black voters are more likely to be poor, unemployed and be dependent on state medical provision so will generally favour a more activist government, and be concerned about policy proposals which affect employment prospects and welfare benefits such as healthcare.</p> <p>Issues of particular concern:</p> <ul style="list-style-type: none"> • Latino voters are mainly Catholic and consequently will often have a pro-life view on abortion policy; they will see politicians' attitude to immigration reform as signalling their attitude to the Latino community, even if they do not strongly support immigration reform themselves. • Black voters will stereotypically be concerned to see the retention of programmes such as affirmative action and to see action taken over racial profiling; they have often not been supportive of marriage rights for same-sex couples, and often favour school vouchers and charter schools • Jewish voters will typically be concerned about US policy towards Israel and a continuing contribution to its security; they are stereotypically liberal on issues of social policy and tend to be for example pro-choice on abortion <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • limited awareness of two political issues which concern minority voters <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • clear awareness of three political issues which concern minority voters, at least one of common concern and one which concerns only one group • supporting evidence which shows understanding and knowledge 	
LEVELS	DESCRIPTORS
<p>Level 3</p> <p>(11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.

<p>Level 2 (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none">• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.• ability to analyse and explain political information, arguments and explanations.• ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p>Level 1 (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none">• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.• ability to analyse and explain political information, arguments and explanations.• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

Question Number	Question
2.	Why has the role of professional lobbyists been controversial?

Indicative content (*this is not an exhaustive account of relevant points*)

The reasons the role of lobbyists has been controversial include:

- they concentrate power in a wealthy elite through promoting corporate interests at the expense of consumers, patients etc, who are unable to afford their services, and may be part of an 'Iron Triangle' with a congressional committee and federal agency.
- the donation of campaign finance by lobbyists' employers creates the appearance of corruption
- the 'revolving door' – former congressmen & staffers become lobbyists and use contacts and knowledge to gain favours for wealthy clients; the prospect of a job as a lobbyist can influence the votes of members of Congress
- attempts at reform have been largely ineffective, even the Obama ban on lobbyists being employed by the administration was apparently diluted
- the difficulty in even defining exactly what lobbying is was evident in the controversy in the 2012 Republican primary over whether Newt Gingrich was ever a lobbyist

A threshold Level 2 response will typically exhibit the following features:

- limited awareness of two ways in which the role of professional lobbyists could be claimed to be controversial

A threshold Level 3 response will typically exhibit the following features:

- clear awareness of three ways in which the role of professional lobbyists could be claimed to be controversial
- supporting evidence which shows understanding and knowledge

LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	Good to excellent: <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 (6-10 marks)	Limited to sound: <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.

<p><i>Level 1</i> (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none">• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.• ability to analyse and explain political information, arguments and explanations.• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.
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Question Number	Question
3.	To what extent do initiatives and propositions promote democracy?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Initiatives and propositions could be argued to promote democracy because they:</p> <ul style="list-style-type: none"> • expand voters' involvement with politics • create a more engaged and aware electorate • are a safeguard against corrupt politicians • enable decisions to be made on controversial issues which risk-averse politicians would prefer to avoid <p>Initiatives and propositions could be argued to undermine democracy because:</p> <ul style="list-style-type: none"> • the cost of campaigns means they are mostly promoted by interest groups/corporations who have the necessary funds, and enable them to circumvent elected politicians • particularly on complex, low-visibility issues big business can frame the debate • minority groups are likely to be disadvantaged as they won't be able to mount viable campaigns • they can lead to incoherence in policy-making, if voters vote for spending increases but not the taxes to pay for them • they subvert the principle of representative democracy <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • limited awareness of two ways in which initiatives and propositions could be claimed to promote OR not promote democracy <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • clear awareness of three ways in which initiatives and propositions could be claimed to promote or not promote democracy in the USA , at least one 'for' and one 'against' • supporting evidence which shows understanding and knowledge 	
LEVELS	DESCRIPTORS
<p>Level 3</p> <p>(11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.

<p>Level 2 (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none">• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.• ability to analyse and explain political information, arguments and explanations.• ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p>Level 1 (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none">• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.• ability to analyse and explain political information, arguments and explanations.• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

Question Number	Question
4.	Explain the main ideas and policies of the Republican Party
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Current conservative Republican Party values and policies were largely defined by the presidency of Ronald Reagan 1980-88; Reagan's emphasis on small government was to some extent diluted by the 'compassionate conservatism' of George W Bush, but the small government wing of the party was revived through the influence of the Tea Party movement post-2008.</p> <p>Main values:</p> <ul style="list-style-type: none"> • limited government – tax cuts, reduced government spending; deregulation of business, hostility to expansion of environmental regulation, or government involvement in healthcare; power to the states at expense of the federal government • social conservatism – pro-life and traditional family values, unsympathetic to rights for alternative lifestyles e.g. same sex marriage, and feminist demands for equal treatment; promotion of gun rights; belief in strong law and order so consequently hostile to 'amnesty' for illegal immigrants • assertive foreign policy – Republicans have become associated with the use of military power to protect American interests abroad and, during the ascendancy of the 'neo-cons', with the promotion of democracy through 'regime change' in selected dictatorships <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • limited awareness of two ideas and policies of the Republican Party <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • clear awareness of three ideas and policies of the Republican Party • supporting evidence which shows understanding and knowledge 	
LEVELS	DESCRIPTORS
<p>Level 3</p> <p>(11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.

<p>Level 2 (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p>Level 1 (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

Question Number	Question
5.	Why are congressional elections so often uncompetitive?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Congressional elections are often uncompetitive because of the power of incumbency. Factors which support it include:</p> <ul style="list-style-type: none"> • gerrymandering of House districts creates safe seats • incumbents have name recognition which is often more important than a party label • the strength of incumbents means they may be unchallenged or challengers have no serious chance of success. • incumbents' fund-raising organisation is already in place and outraise challengers typically 4 or 5-1 - PACs will often want to donate to the incumbent, irrespective of party label, because they are the likely winner • perks of office such as free franking • incumbency in the Senate is less potent than the House but some Senate seats are effectively safe seats because of the party composition of the state, e.g. the Republican Party's dominance in Oklahoma <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • limited awareness of two reasons why congressional elections are often uncompetitive <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • clear awareness of three reasons why congressional elections are often uncompetitive • supporting evidence which shows understanding and knowledge 	
LEVELS	DESCRIPTORS
<p>Level 3</p> <p>(11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p>Level 2</p> <p>(6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.

<p><i>Level 1</i> (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none">• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.• ability to analyse and explain political information, arguments and explanations.• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.
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Question Number	Question
6	To what extent are pressure groups now more important than political parties in US politics?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>The ways in which pressure groups have taken over the role of political parties include:</p> <ul style="list-style-type: none"> • the combined effect of <i>Citizens United</i> and <i>SpeechNow</i> has been to expand the ability of groups to run political campaigns, while restrictions on parties remain • politicians' dependence on groups' campaign contributions, and their ability to finance the campaigns of challengers, gives them significant influence over the votes of members of Congress • think tanks have a significant role in policy formulation • groups have a significant role in voter mobilisation • groups such as 'Occupy' set the political agenda <p>The ways in which political parties have retained their role include:</p> <ul style="list-style-type: none"> • parties have been increasingly influential in organising Congress as the rise in party votes testifies • parties are increasingly unified around coherent ideological values and programmes • congressional elections have been 'nationalised' in recent years and fought by both parties on the record of the president; despite the banning of 'soft money' in 2002, parties have been increasingly involved in supporting candidates financially <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • limited awareness of ways in which pressure groups are or are not now more important than political parties in US politics • understanding partial and undeveloped <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • clear awareness of ways in which pressure groups both are and are not now more important than political parties in US politics • range of knowledge and supporting evidence used to illustrate and develop the answer 	
AO1	Knowledge and understanding
Level 3 (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

Level 1 (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
AO2	Intellectual skills
Level 3 (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
AO2	Synoptic skills
Level 3 (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and /or clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Limited to sound ability to identify competing viewpoints or perspectives, and /or a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
Level 1 (0-4 marks)	Very poor to weak ability to identify competing viewpoints or perspectives, and little awareness of how they affect the interpretation of political events or issues and shape conclusions
AO3	Communication and coherence
Level 3 (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

Question Number	Question
7	'Race has ceased to be a significant issue in US politics.' Discuss.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Arguments that race has ceased to be a significant issue in US politics include:</p> <ul style="list-style-type: none"> • race-based issues like affirmative action rarely feature in presidential or congressional election campaigns • race-based issues are rarely part of the presidential or congressional agenda • black and Latino representation in Congress is rising, and there is a black president • inequality between the races is narrowing, and the political impact of inequality has recently centred round the '1% and 99%' debate rather than race <p>Arguments that race is still an important issue include:</p> <ul style="list-style-type: none"> • overt racial references and exploitation of race in politics has been replaced by use of code words such as Newt Gingrich's reference to President Obama as a 'food stamp president' • inequality between the races remains, and at times has political impact, e.g. in the aftermath of Hurricane Katrina • racial tensions persist and occasionally receive national coverage, such as in the case of Trayvon Martin • attempts by opponents to depict President Obama as un-American, e.g. as a socialist, a Muslim, influenced by 'European' ideologies, born outside the US etc. are arguably the product of racial antipathy • increase in state requirements for voter ID seen by some as an attempt to suppress minority turnout • presidents continue to signal their attitude to affirmative action, e.g. the Obama administration's <i>amicus curiae</i> briefs in <i>Fisher v Texas</i> • referendums attempting to ban affirmative action continue to be held at state level • immigration continues to be a sensitive and high-profile issue • black candidates continue to struggle in state-wide elections and there have only been nine black senators ever <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • limited awareness of ways in which race is or is not still a significant issue in US politics • understanding partial and undeveloped <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • clear awareness of ways in which race both is and is not still a significant issue in US politics • range of knowledge and supporting evidence used to illustrate and develop the response 	

A01	Knowledge and understanding
Level 3 (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
A02	Intellectual skills
Level 3 (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
A02	Synoptic skills
Level 3 (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and / or clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Limited to sound ability to identify competing viewpoints or perspectives, and / or a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions

<i>Level 1</i> (0-4 marks)	Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions
A03	Communication and coherence
<i>Level 3</i> (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

Question Number	Question
8	To what extent has the Obama administration departed from traditional Democratic values and policies?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Policies of the Obama presidency which could be considered stereotypically Democratic include:</p> <ul style="list-style-type: none"> • intervention in the economy to promote growth, e.g. 2009 stimulus bill • federal provision of welfare, e.g. Affordable Care Act • rights of women, e.g. Lily Ledbetter Fair Pay Act, support for abortion rights, e.g. in reversal of 'Mexico City' policy • rights of gays and lesbians, e.g. repeal of 'don't ask, don't tell', support for same sex marriage • minority rights, e.g. Fair Sentencing Act reducing disparity between sentences for crack and powder cocaine, <i>amicus</i> brief supporting affirmative action in <i>Fisher v Texas</i>, support for Dream Act and then comprehensive immigration reform • support for gun control, e.g. programme announced January 2013 and support for Manchin-Toomey amendment • environmental protection, e.g. support for 'cap and trade' legislation and when this failed to be passed by Congress, regulations issued by the EPA to regulate CO2 emissions in 2014 <p>Policies of the Obama presidency which could be considered unstereotypically Democratic include:</p> <ul style="list-style-type: none"> • Afghanistan 'surge' in 2010 • air strikes on Libya in 2011 • retention of military commissions and indefinite detention • increased use of drones, including killing of Anwar Al-Awlaki, the first time since the 9/11 attacks that an American citizen was deliberately targeted and killed by American forces • mass NSA surveillance programme revealed by Edward Snowden • lukewarm relationship with organised labour, e.g. failure to push for Employee Free Choice Act, which died in Congress; tentative and belated support for Democratic candidate running against Scott Walker in Wisconsin recall election 2012; passage of free-trade agreements, e.g. with Panama, South Korea and Colombia; pay freeze on federal workers • ambivalence over Keystone pipeline, decision still not made <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • limited awareness of ways in which the Obama administration has or has not departed from traditional Democratic values and policies • understanding partial and undeveloped <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • clear awareness of ways in which the Obama administration has or has not departed from traditional Democratic values and policies • range of knowledge and supporting evidence used to illustrate and develop the response 	

A01	Knowledge and understanding
Level 3 (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
A02	Intellectual skills
Level 3 (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
A02	Synoptic skills
Level 3 (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Limited to sound ability to identify competing viewpoints or perspectives, and / or a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
Level 1 (0-4 marks)	Very poor to weak ability to identify competing viewpoints or perspectives, and / or little awareness of how they affect the interpretation of political events or issues and shape conclusions

A03	Communication and coherence
<i>Level 3</i> (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

SUMMARY A2 MARKING GRIDS

These grids should be used in conjunction with the fuller Level descriptors.

PART A - SHORT QUESTIONS (15 marks)

Level 3	Excellent	15
	Very good	13-14
	Good	11-12
Level 2	Sound	10
	Basic	8-9
	Limited	6-7
Level 1	Weak	4-5
	Poor	2-3
	Very poor	0-1

PART B – ESSAY QUESTIONS (45 marks)

<i>A01 / A02 / Synopticity</i>	
Level 3 (Good to excellent)	9-12
Level 2 (Limited to sound)	5-8
Level 1 (Very poor to weak)	0-4

A03	
...Level 3 (good to excellent)	7-9
...Level 2 (Limited to sound)	4-6
...Level 1 (Very poor to weak)	0-3

