

GCE

Government and Politics

Unit **F855**: US Government and Politics

Advanced GCE

Mark Scheme for June 2016

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.

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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
	Judgement of extent
	Incorrect
	Example
	Vague
	Repetition
	Very good
	Not relevant
	Analysis
	Focus
	Spelling
	Unclear (in combination with other annotations)/loss of focus
	Positive (in combination with other annotations)=similarities/arguments in favour
	Negative (in combination with other annotations)=differences/arguments against
Highlighting	Use of theorists

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 should display knowledge of voting behaviour in recent elections,</p> <p>This may include reference to:</p> <p>Recent elections</p> <p>Class and partisan dealignment</p> <p>Evidence of realignment</p> <p>Voting statistics from recent elections (UK, USA and elsewhere)</p> <p>Models of voting behaviour</p> <p>Long term influences upon voting behaviour: Race, religion, region, class</p> <p>Short term factors: Past performance; personality; campaigns; economy; party unity</p> <p>Evidence of volatility</p> <p>Split ticket voting</p> <p>Anti-establishment attitudes</p>		<p>AO1:</p> <p>To reach level 4, candidates will have a thorough and accurate knowledge of voting behaviour and refer to recent elections.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to voting behaviour.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to voting behaviour.</p> <p>Level 1 for a basic and generalised knowledge with only a few points of relevance.</p>	<p>AO1 [20]:</p> <p>Level 4 16-20 marks</p> <p>Level 3 11-15 marks</p> <p>Level 2 6-10 marks</p> <p>Level 1 0-5 marks</p>

Question		Answer	Marks	Guidance									
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		<p>AO2:</p> <p>Expect candidates to discuss the extent to which voters are volatile today.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> • Class and partisan dealignment • The decline in votes for mainstream parties and support for smaller parties • The increased importance of short term factors such as past performance, personality, party unity and policies • The continued importance of long term factors such as race, religion and region. • An evaluation of the relevance of models of voting behaviour such as retrospective and prospective voting, socialisation and recency models. • The role of the campaign and media and relevant theories such as the filter and reinforcement effects. 		<p>AO2:</p> <p>To reach level 4, candidates should provide a balanced answer and maintain a sharp focus on the question. The degree of volatility will require some assessment of the numbers of floating voters and strong identifiers. Contrasts between the UK and the US will be made at this level.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to volatility and voting behaviour in recent elections.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to voting behaviour in recent elections. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints</p> <p>Level 1. Basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.</p>	<p>AO2 [24]:</p> <table> <tr> <td>Level 4</td> <td>19-24 marks</td> </tr> <tr> <td>Level 3</td> <td>13-18 marks</td> </tr> <tr> <td>Level 2</td> <td>7-12 mark</td> </tr> <tr> <td>Level 1</td> <td>0-6 marks</td> </tr> </table>	Level 4	19-24 marks	Level 3	13-18 marks	Level 2	7-12 mark	Level 1	0-6 marks
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					<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 use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO3 [6]:</p> <table> <tr> <td>Level 4</td> <td>6 marks</td> </tr> <tr> <td>Level 3</td> <td>4-5 marks</td> </tr> <tr> <td>Level 2</td> <td>2-3 marks</td> </tr> <tr> <td>Level 1</td> <td>0-1 mark</td> </tr> </table>	Level 4	6 marks	Level 3	4-5 marks	Level 2	2-3 marks	Level 1	0-1 mark
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2		<p>AO1:</p> <p>Expect candidates to display knowledge of party and pressure group performance.</p> <p>This may include reference to:</p> <p>The functions of parties and pressure groups</p> <p>Membership</p> <p>Voting in recent elections</p> <p>Internal democracy of parties and concepts such as 'career politicians'</p> <p>Examples of pressure groups and their activities</p> <p>Examples of convergence and polarisation / single issue politics</p>		<p>AO1:</p> <p>To reach the top of Level 4, candidates will have a thorough and accurate knowledge and understanding of the roles played by political parties and pressure groups.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to parties and pressure groups.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to parties and pressure groups.</p> <p>Level 1 for a basic and generalised knowledge with only a few points of relevance.</p>	<p>AO1 [20]:</p> <p>Level 4 16-20 marks</p> <p>Level 3 11-15 marks</p> <p>Level 2 6-10 marks</p> <p>Level 1 0-5 marks</p>

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		<p>AO2:</p> <p>Expect candidates to assess the extent of party decline and increased importance of pressure groups.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> • Declining party membership • The role of the media for education and information • The different roles played by parties in terms of electoral and governing functions • Arguments relating to party revival • The proliferation of pressure groups • Turnout and voting in recent elections: partisan and class dealignment • The rise of single issue politics • The use of social media, new social movements • Decline in trust and confidence 		<p>AO2:</p> <p>To reach level 4, candidates should provide a balanced answer and maintain a sharp focus on the question assessing the extent of party decline and revival which will be contrasted with the rise of pressure groups.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the political parties and pressure groups.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the functions of political parties and pressure groups. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints</p> <p>Level 1. Basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.</p>	<p>AO2 [24]:</p> <table> <tr> <td>Level 4</td> <td>19-24 marks</td> </tr> <tr> <td>Level 3</td> <td>13-18 marks</td> </tr> <tr> <td>Level 2</td> <td>7-12 mark</td> </tr> <tr> <td>Level 1</td> <td>0-6 marks</td> </tr> </table>	Level 4	19-24 marks	Level 3	13-18 marks	Level 2	7-12 mark	Level 1	0-6 marks
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3		<p>AO1:</p> <p>Candidates should display knowledge of party systems.</p> <p>This may include reference to:</p> <p>Single, dominant, two, multi-party systems</p> <p>UK Parliament, US Congress, Scottish Parliament, Welsh and NI Assemblies, the EP.</p> <p>Electoral systems</p> <p>Recent elections</p> <p>Ideologies</p> <p>Social, religious and cultural cleavages</p> <p>Party systems in various countries</p>		<p>AO1:</p> <p>To reach level 4, candidates will have a thorough and accurate knowledge and understanding of party systems</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to party systems.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to party systems.</p> <p>Level 1 for a basic and generalised knowledge with only a few points of relevance.</p>	<p>AO1 [20]:</p> <p>Level 4 16-20 marks</p> <p>Level 3 11-15 marks</p> <p>Level 2 6-10 marks</p> <p>Level 1 0-5 marks</p>

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		<p>AO2:</p> <p>Expect candidates to discuss the factors that determine party systems in a country.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> • Totalitarian one party states and the role played by constitutions and ideology • The impact of electoral systems upon party systems. This might invite comparisons of systems in the UK and beyond. • The outcome of recent elections and periods of a dominant party system in a country • Voting in recent elections and the impact of dealignment • Adversarialism and the shape of chambers • Ideological divides and convergence: the emergence of 'new' ideologies such as environmentalism, neo-nationalism. 		<p>AO2:</p> <p>To reach level 4, candidates should provide a range of factors that explain the party system to be found in a country. This will need to go beyond a discussion based upon the impact of electoral systems.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to party systems.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to party systems. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints</p> <p>Level 1. Basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.</p>	<p>AO2 [24]:</p> <p>Level 4 19-24 marks</p> <p>Level 3 13-18 marks</p> <p>Level 2 7-12 mark</p> <p>Level 1 0-6 marks</p>

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			<ul style="list-style-type: none"> Recent history Cultural, religious, linguistic, economic differences 		AO3: <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 use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	AO3 [6]: <table> <tr> <td>Level 4</td> <td>6 marks</td> </tr> <tr> <td>Level 3</td> <td>4-5 marks</td> </tr> <tr> <td>Level 2</td> <td>2-3 marks</td> </tr> <tr> <td>Level 1</td> <td>0-1 mark</td> </tr> </table>	Level 4	6 marks	Level 3	4-5 marks	Level 2	2-3 marks	Level 1	0-1 mark
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4		<p>AO1:</p> <p>Candidates should display knowledge of the protection of rights in political systems.</p> <p>This may include reference to:</p> <p>Rights detailed in the Bill of Rights / ECHR/ UN Declaration of Human Rights and the Rights of the Child / Geneva Conventions / EU Charter of Fundamental Rights</p> <p>The constitutional arrangements in a country and international agreements</p> <p>Written and unwritten constitutions: parliamentary sovereignty</p> <p>Developments since 9/11</p> <p>Judicial independence, the rule of law and court rulings</p> <p>Executive actions and legislative acts</p> <p>The role played by pressure groups such as the ACLU and Liberty</p> <p>Definitions of rights: positive, natural and negative</p>		<p>AO1:</p> <p>To reach level 4, candidates will have a thorough and accurate knowledge and understanding of the protection of rights in political systems.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the protection of rights in political systems.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to the protection of rights in political systems.</p> <p>Level 1 for a basic and generalised knowledge with only a few points of relevance.</p>	<p>AO1 [20]:</p> <p>Level 4 16-20 marks</p> <p>Level 3 11-15 marks</p> <p>Level 2 6-10 marks</p> <p>Level 1 0-5 marks</p>

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		<p>AO2:</p> <p>Expect candidates to discuss the extent to which rights are protected in a political system.</p> <p>This may include discussion of:</p> <p>The roles played by judiciaries, executives and legislatures</p> <p>Executive and legislative actions after events such as the migration crisis, 9/11, 7/7</p> <p>Collective rights and the need for national security</p> <p>A range of individual liberties and differences in the scale to which they are protected</p> <p>The role played by pressure groups</p> <p>Concepts such as: parliamentary sovereignty; paper rights; the tyranny of the majority; the rule of law; due process; positive and negative rights.</p>		<p>AO2:</p> <p>To reach level 4, candidates should provide a balanced answer and maintain a sharp focus on the question. A range of factors and arguments which explain the extent to which rights are protected in a political system should be explored.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the protection of rights.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints</p> <p>Level 1. Basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.</p>	<p>AO2 [24]:</p> <p>Level 4 19-24 marks</p> <p>Level 3 13-18 marks</p> <p>Level 2 7-12 mark</p> <p>Level 1 0-6 marks</p>

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5		<p>AO1:</p> <p>Candidates should display knowledge of parliamentary and presidential systems of government.</p> <p>This may include reference to:</p> <p>The outcome of recent elections and the composition of chambers</p> <p>The role of the whips and party discipline</p> <p>Parliamentary business, timetable and organisation: Public Bill and Departmental Select Committees, PMQs, written and oral questions, the guillotine, private members bills, readings and debates.</p> <p>The separation of powers and checks and balances</p> <p>Constitutional checks on presidential power</p> <p>The rise of the modern presidency and the use of executive orders and vetoes</p> <p>Gridlock / divided government</p>		<p>AO1:</p> <p>To reach level 4, candidates will have a thorough and accurate knowledge and understanding of systems of government.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to systems of government.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to systems of government.</p> <p>Level 1 for a basic and generalised knowledge with only a few points of relevance.</p>	<p>AO1 [20]:</p> <p>Level 4 16-20 marks</p> <p>Level 3 11-15 marks</p> <p>Level 2 6-10 marks</p> <p>Level 1 0-5 marks</p>

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		<p>AO2:</p> <p>Expect candidates to discuss the impact of parliamentary and presidential systems upon the distribution of powers within government.</p> <p>This may include discussion of the following:</p> <p>The Westminster or parliamentary system of government and the fusion of the executive and legislative branches of government. The role and powers of second chambers</p> <p>Presidential systems used elsewhere with a clearer separation of powers and effective checks upon the executive.</p> <p>The consequences of in-built majorities and strict party discipline enforced by the whips. Internal party democracy and backbench rebellions.</p> <p>The outcome of recent elections and the significance of coalition government.</p> <p>The role of judiciaries and the rule of law / protection of rights</p> <p>The role of the media, pressure groups and elections as a check on executive power.</p>		<p>AO2:</p> <p>To reach level 4, candidates should provide a balanced answer and maintain a sharp focus on the question. The adequacy of checks on executive power from the legislature should be the focal point of the essay.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints</p> <p>Level 1. Basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.</p>	<p>AO2 [24]:</p> <p>Level 4 19-24 marks</p> <p>Level 3 13-18 marks</p> <p>Level 2 7-12 mark</p> <p>Level 1 0-6 marks</p>

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6		<p>AO1:</p> <p>Candidates should display knowledge of the power and functions of executives.</p> <p>This may include reference to:</p> <p>The style and skill of recent chief executives</p> <p>The constitutional arrangements in a country: formal and informal powers</p> <p>Concepts such as the separation / fusion of powers and checks and balances</p> <p>The role of the media, the economy and approval ratings.</p> <p>Party composition and discipline in the legislative chamber</p> <p>Crises: domestic and international</p> <p>Recent events such as the impact of recent elections (2010 coalition government; 2010 and 2014 mid-term elections)</p>		<p>AO1:</p> <p>To reach level 4, candidates will have a thorough and accurate knowledge and understanding of power of chief executives.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the power of chief executives.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>Level 1. Basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.</p>	<p>AO1 [20]:</p> <p>Level 4 16-20 marks</p> <p>Level 3 11-15 marks</p> <p>Level 2 6-10 marks</p> <p>Level 1 0-5 marks</p>

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		<p>AO2:</p> <p>Expect candidates to discuss the factors which determine the power of chief executives and the impact of crises.</p> <p>This may include discussion of:</p> <p>Constitutional and institutional arrangements in a country</p> <p>The styles and skills of individual chief executives</p> <p>Crises such as: 9/11, 7/7, Paris attacks, credit crunch and more historical events such as the Great Depression, World Wars, Cold War, Vietnam.</p> <p>The significance and impact of elections</p> <p>Leadership, composition and discipline in legislative chambers</p>		<p>AO2:</p> <p>To reach level 4, candidates should provide a balanced answer and maintain a sharp focus on the question.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the power of chief executives.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to executive power. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints</p> <p>Level 1. Basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.</p>	<p>AO2 [24]:</p> <p>Level 4 19-24 marks</p> <p>Level 3 13-18 marks</p> <p>Level 2 7-12 mark</p> <p>Level 1 0-6 marks</p>

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7		<p>AO1:</p> <p>Candidates should display knowledge of the role of judges.</p> <p>This may include reference to:</p> <p>The respective roles played by the Supreme Courts in the USA and UK and the ECJ and ECtHR.</p> <p>Cases relating to the Human Rights Act and the use of judicial review in the USA</p> <p>References to other constitutional courts</p> <p>Judicial appointment processes</p> <p>Concepts such as: Judicial activism and restraint / passivism, strict and loose constructionism, the separation of powers, liberal democracy</p> <p>Pressure groups' and individual's use of the judicial branch</p>		<p>AO1:</p> <p>To reach the top of Level 4, candidates will have a thorough and accurate knowledge and understanding of the role of judges.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the role of judges.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>Level 1 for a basic and generalised knowledge with only a few points of relevance.</p>	<p>AO1 [20]:</p> <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>0-5 marks</td> </tr> </table>	Level 4	16-20 marks	Level 3	11-15 marks	Level 2	6-10 marks	Level 1	0-5 marks
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Level 3	11-15 marks												
Level 2	6-10 marks												
Level 1	0-5 marks												

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO2:</p> <p>Expect candidates to discuss the role of judges.</p> <p>This may include discussion of:</p> <p>The differences between judicial and political actions</p> <p>The significance of the appointments procedure and recent appointments to courts</p> <p>The significance of recent rulings from the courts</p> <p>The increased use of the courts by individuals and pressure groups</p> <p>The impact of terrorist attacks and the need for greater national security</p> <p>Constitutional arrangements in a country with regard to bills of rights / ECHR</p> <p>Concepts such as: judicial independence, the rule of law; tyranny of the majority; judicial activism and passivism; strict and loose constructionism</p>		<p>AO2:</p> <p>To reach Level 4, candidates should provide a balanced answer and maintain a sharp focus on the question.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the role of judges.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to the role of judiciaries. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints</p> <p>Level 1. Basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.</p>	<p>AO2 [24]:</p> <p>Level 4 19-24 marks</p> <p>Level 3 13-18 marks</p> <p>Level 2 7-12 mark</p> <p>Level 1 0-6 marks</p>

Question			Answer	Marks	Guidance									
					Content	Levels of response								
					<p>AO3:</p> <ul style="list-style-type: none"> • Expect most candidates to reach Level 3 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 use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. • At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised. 	<p>AO3 [6]:</p> <table> <tr> <td>Level 4</td> <td>6 marks</td> </tr> <tr> <td>Level 3</td> <td>4-5 marks</td> </tr> <tr> <td>Level 2</td> <td>2-3 marks</td> </tr> <tr> <td>Level 1</td> <td>0-1 mark</td> </tr> </table>	Level 4	6 marks	Level 3	4-5 marks	Level 2	2-3 marks	Level 1	0-1 mark
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Question		Answer	Marks	Guidance	
				Content	Levels of response
8		<p>AO1:</p> <p>Candidates display knowledge of the role of second chambers.</p> <p>This may include reference to:</p> <p>The respective roles played by the second chambers in the USA and UK and other countries and the EU</p> <p>Political systems with unicameral arrangements</p> <p>The composition of second chambers</p> <p>Recent reforms and reform proposals</p> <p>Reference to concepts such as; representation; the separation of powers and checks and balances; gridlock;</p>		<p>AO1:</p> <p>To reach level 4, candidates will have a thorough and accurate knowledge and understanding of the role and powers of second chambers.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the role of second chambers.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems.</p> <p>Level 1 for a basic and generalised knowledge with only a few points of relevance.</p>	<p>AO1 [20]:</p> <p>Level 4 16-20 marks Level 3 11-15 marks Level 2 6-10 marks Level 1 0-5 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO2:</p> <p>Expect candidates to discuss the arguments surrounding the need for second chambers.</p> <p>This may include discussion of:</p> <p>Issues relating to the legislative process and the need for revisions and amendments</p> <p>The need for checks on first chambers and executives.</p> <p>Issues relating to representation in large and diverse countries with social, religious, linguistic and cultural divisions.</p> <p>The provision of expertise and an alternative non-partisan perspective</p> <p>Problems of duplication, gridlock, representation and mandate, cost and size, accountability and legitimacy.</p> <p>Discussion of co-equal chambers (which is the second chamber in the US?), the role played by the EP and CoM.</p>		<p>AO2:</p> <p>To reach Level 4, candidates should provide a balanced answer and maintain a sharp focus on the question. The focus needs to be on the need for a second chamber.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to second chambers.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues relating to second chambers. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints.</p> <p>Level 1. Basic attempt to explain simpler points, central to the question and to recognise and describe few viewpoints.</p>	<p>AO2 [24]:</p> <p>Level 4 19-24 marks</p> <p>Level 3 13-18 marks</p> <p>Level 2 7-12 mark</p> <p>Level 1 0-6 marks</p>

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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.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
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CB1 2EU

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Email: general.qualifications@ocr.org.uk

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