

**GCE**

**Government and Politics**

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

Advanced GCE

**Mark Scheme for June 2017**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2017

## 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 and the Assessment Matrix (see Appendix 1).

**The Assessment Matrix**

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

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

And credit answers which display knowledge and understanding of:

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

**The Mark Scheme**

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

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

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(a)	<p><b>AO1:</b></p> <p>Candidates should display knowledge and understanding of the underlying principles of the US Constitution.</p> <p>This may include reference to some of the following:</p> <p>The separation of powers</p> <p>Checks and balances</p> <p>Federalism</p> <p>Individual liberty</p> <p>The rule of law</p> <p>Representative government / popular sovereignty</p> <p>Limited government</p>	[10]	<p><b>AO1:</b></p> <p>At level 4, candidates will be able to make four or five points about the underlying principles and provide some examples from the US Constitution.</p> <p>At level 3, expect an outline of two or three principles with some reference to the Constitution.</p> <p>At level 2, expect reference to one or two principle and limited detail of the Constitution.</p> <p>At level 1, expect reference to one principle with detail from the Constitution.</p>	<p><b>AO1 [8]:</b></p> <p>Level 4 7-8 marks</p> <p>Level 3 5-6 marks</p> <p>Level 2 3-4 marks</p> <p>Level 1 0-2 marks</p>
				<p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>Expect most candidates to reach Level 4 and use 2 as a default mark.</li> <li>At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The answer will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [2]:</b></p> <p>Level 4 2 marks</p> <p>Level 3 2 marks</p> <p>Level 2 1 mark</p> <p>Level 1 0-1 mark</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(b)	<p><b>AO2:</b></p> <p>Candidates should display knowledge and understanding of the evolution of the constitutional principle.</p> <p>This may include reference to:</p> <p>changing federal : state relations</p> <p>changes in the role and power of the presidency</p> <p>the development of individual liberties with regard to ethnicity and gender</p> <p>the role of the Supreme Court and its use of judicial review after 1803</p> <p>the amendment process</p> <p>amendments after the Bill of Rights</p> <p>Concepts such as: the 'living constitution'; strict and loose constructionism; original intent; elastic clauses</p>	[15]	<p><b>AO2:</b></p> <p>Candidates should display knowledge and understanding of the evolution of the Constitution.</p> <p>Level 4 candidates will display a thorough and accurate knowledge of three ways in which the Constitution has evolved.</p> <p>Level 3 for candidates who display good knowledge and understanding of two ways in which the Constitution has evolved.</p> <p>Level 2 for candidates who display limited knowledge and understanding of one way in which the Constitution has evolved.</p> <p>Level 1 for a basic and generalised knowledge and understanding of changes to the US Constitution.</p>	<p><b>AO2 [12]:</b></p> <p>Level 4      10-12 marks</p> <p>Level 3      7-9 marks</p> <p>Level 2      4-6 marks</p> <p>Level 1      0-3 marks</p>
				<p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 4 and use 3 as a default mark. Three points will be clearly made.</li> <li>• Marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question</li> </ul>	<p><b>AO3 [3]:</b></p> <p>Level 4      3 marks</p> <p>Level 3      2 marks</p> <p>Level 2      2 marks</p> <p>Level 1      0-1 mark</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
					throughout the essay. • At the top of Level 4, candidates will have made good use of paragraphs to separate the criticisms and may 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.	

Question		Answer	Marks	Guidance	
				Content	Levels of response
2		<p><b>AO1:</b></p> <p>Candidates should display knowledge and understanding of the role of pressure groups in the democratic process today</p> <p>This may include reference to:</p> <p>types and examples of membership and the size of US pressure groups</p> <p>definitions of democracy in this context</p> <p>the first amendment and recent Supreme Court rulings relating to campaign finance</p> <p>frequency of elections</p> <p>examples of: lobbying, 'iron triangles' and the 'revolving door' experience</p> <p>availability of access points</p> <p>policy making and the role of congressional committees in the oversight of the executive</p> <p>the nomination process for presidential and congressional candidates: Super PACs; attack ads.</p>	[25]	<p><b>AO1:</b></p> <p>Level 4 for candidates who display a thorough and accurate knowledge of pressure group activity and their role in the US. The range of US examples is likely to be a key discriminator.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to pressure group activity and democracy in the US.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to pressure groups in the US.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems</p>	<p><b>AO1 [10]:</b></p> <p>Level 4      9-10 marks</p> <p>Level 3      6-8 marks</p> <p>Level 2      3-5 marks</p> <p>Level 1      0-2 marks</p>



Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p><b>AO2:</b></p> <p>Expect candidates to discuss the role of pressure groups in the democratic process today.</p> <p>This may include discussion of the following:</p> <p>their impact on democracy in terms of participation, representation, scrutiny, education and expertise.</p> <p>the use of the judicial system in the protection and advancement of rights and liberties.</p> <p>the power of pressure groups and the importance of money, membership and votes in candidate selection, election campaigns and voting in the Congress.</p> <p>discussion of the pluralist and elitist debate, plutocracy and corporatism, New Right / Public Choice theories of pressure group activity.</p> <p>the relative strength of political parties.</p> <p>the political culture and the heterogeneous nature of US society.</p>		<p><b>AO2:</b></p> <p>Level 4 candidates will provide a range of arguments which outline the importance of the pressure groups in the democratic process. The ability to focus on the question is likely to be the key discriminator here. At this level there is a need to provide a balanced assessment of their impact upon the democratic process.</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 role of pressure groups. Answers may tend to be one sided and not reach a balanced conclusion.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant the role of pressure groups. There may be a tendency to present pre-packaged answers to other questions on pressure groups.</p> <p>Level 1 for a basic attempt to explain simpler points central to the question. It is likely that answers will present limited arguments relating to the effectiveness of pressure groups and /or pressure groups and their impact upon democracy.</p>	<p><b>AO2 [10]:</b></p> <p>Level 4      9-10 marks</p> <p>Level 3      6-8 marks</p> <p>Level 2      3-5 marks</p> <p>Level 1      0-2 marks</p>

Question			Answer	Marks	Guidance									
					Content	Levels of response								
					<p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 4 as a default mark.</li> <li>• 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.</li> <li>• 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.</li> <li>• At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [5]:</b></p> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 marks</td> </tr> <tr> <td>Level 2</td> <td>2-3 marks</td> </tr> <tr> <td>Level 1</td> <td>0-1 mark</td> </tr> </table>	Level 4	5 marks	Level 3	4 marks	Level 2	2-3 marks	Level 1	0-1 mark
Level 4	5 marks													
Level 3	4 marks													
Level 2	2-3 marks													
Level 1	0-1 mark													

Question		Answer	Marks	Guidance	
				Content	Levels of response
3		<p><b>AO1:</b></p> <p>Candidates should display knowledge and understanding of the party system in the USA.</p> <p>This may include reference to:</p> <p>Party systems</p> <p>Concepts such as: one party, two party, four party, fifty party and 100 party systems; polarisation and bipartisanship; RINOs and DINOs; dominant ideology; 'broad churches'; 'red and blue' America.</p> <p>Voting in US elections.</p> <p>Voting in the Congress.</p> <p>The ideologies and policies of the parties.</p> <p>Third parties and their performance in recent elections.</p> <p>The electoral system used in presidential and congressional elections.</p>	[25]	<p><b>AO1:</b></p> <p>Level 4 for candidates who display a thorough and accurate knowledge of the party system in the US.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts and ideas relating to party systems in the US.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts and ideas relating to party systems in the US.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems</p>	<p><b>AO1 [10]:</b></p> <p>Level 4      9-10 marks</p> <p>Level 3      6-8 marks</p> <p>Level 2      3-5 marks</p> <p>Level 1      0-2 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p><b>AO2:</b></p> <p>Expect candidates to discuss the party system in the US.</p> <p>This may include discussion of:</p> <p>The outcome of presidential and congressional elections.</p> <p>The impact of the electoral system used.</p> <p>Voting behaviour and issues of dealignment and realignment.</p> <p>The problems faced by third parties and independents.</p> <p>Ideological choice and policy differences between the two parties. The polarisation of the parties and decline of bipartisanship.</p> <p>The impact of the Tea Party Movement; the decline of the southern Democrats; the decline of RINOs and DINOs.</p> <p>Theories of party decline and renewal.</p> <p>The roles played by pressure groups.</p>		<p><b>AO2:</b></p> <p>Level 4 candidates will discuss and evaluate the relative importance of a range of arguments relating to party systems in the USA. This will reference electoral, governmental and ideological aspects of the debate. Discussion may address the problems faced by third parties and their performance in recent elections.</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 in the USA. Discussion may be limited to two criteria of a party system.</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. Reference is likely to be made to only criterion of a party system.</p> <p>Level 1 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning.</p>	<p><b>AO2 [10]:</b></p> <p>Level 4      9-10 marks</p> <p>Level 3      6-8 marks</p> <p>Level 2      3-5 marks</p> <p>Level 1      0-2 marks</p>

Question			Answer	Marks	Guidance									
					Content	Levels of response								
					<p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 4 as a default mark.</li> <li>• 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.</li> <li>• 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.</li> <li>• At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [5]:</b></p> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 marks</td> </tr> <tr> <td>Level 2</td> <td>2-3 marks</td> </tr> <tr> <td>Level 1</td> <td>0-1 mark</td> </tr> </table>	Level 4	5 marks	Level 3	4 marks	Level 2	2-3 marks	Level 1	0-1 mark
Level 4	5 marks													
Level 3	4 marks													
Level 2	2-3 marks													
Level 1	0-1 mark													

Question		Answer	Marks	Guidance	
				Content	Levels of response
4		<p><b>AO1:</b></p> <p>Candidates should display knowledge and understanding of voting behaviour in recent elections.</p> <p>This may include reference to:</p> <ul style="list-style-type: none"> <li>Levels of voting from ethnicity, by age and by gender.</li> <li>• Other long term factors such as religion and region.</li> <li>• Short term factors such as the economy, campaign and personality.</li> <li>• Levels of party identification.</li> <li>• Models of voting behaviour.</li> <li>• Dealignment / Realignment.</li> <li>• The Obama &amp; New Deal Coalition.</li> <li>• Statistics from the 2016 and other presidential and congressional elections.</li> </ul>	[25]	<p><b>AO1:</b></p> <p>Level 4 candidates should display a thorough and accurate knowledge of voting behaviour in the USA. This is likely to include detailed reference to the 2016 elections.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts and ideas relating to voting behaviour in the USA.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts and ideas relating to voting behaviour in the USA. There is likely to be scant reference to the 2016 elections.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas.</p>	<p><b>AO1 [10]:</b></p> <p>Level 4      9-10 marks</p> <p>Level 3      6-8 marks</p> <p>Level 2      3-5 marks</p> <p>Level 1      0-2 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p><b>AO2:</b></p> <p>Expect candidates to discuss the relative importance of gender, age and ethnicity as influences on voting behaviour in the USA.</p> <p>This may include discussion of the following:</p> <p>The outcome of the recent presidential and congressional elections.</p> <p>Analysis of previous trends such as the rise of the 'Obama coalition' in 2008 and 2012, the scale of Republican realignment in the GW Bush and Reagan eras and the decline of the New Deal Coalition.</p> <p>An evaluation of voting in mid-term elections.</p> <p>The relative importance of models of voting behaviour and the extent of dealignment in the USA.</p> <p>The role of the media and campaigns.</p>		<p><b>AO2:</b></p> <p>Level 4 candidates will assess a range of factors that explain voting behaviour in the USA. At this level a range of factors, both long term and short term, will be considered.</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 voting behaviour.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Discussion will tend to focus on gender, age and ethnicity at the expense of other important factors and models.</p> <p>Level 1 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning</p>	<p><b>AO2 [10]:</b></p> <p>Level 4      9-10 marks</p> <p>Level 3      6-8 marks</p> <p>Level 2      3-5 marks</p> <p>Level 1      0-2 marks</p>

Question			Answer	Marks	Guidance									
					Content	Levels of response								
					<p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 4 as a default mark.</li> <li>• 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.</li> <li>• 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.</li> <li>• At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [5]:</b></p> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 marks</td> </tr> <tr> <td>Level 2</td> <td>2-3 marks</td> </tr> <tr> <td>Level 1</td> <td>0-1 mark</td> </tr> </table>	Level 4	5 marks	Level 3	4 marks	Level 2	2-3 marks	Level 1	0-1 mark
Level 4	5 marks													
Level 3	4 marks													
Level 2	2-3 marks													
Level 1	0-1 mark													



Question		Answer	Marks	Guidance	
				Content	Levels of response
5		<p><b>AO1:</b></p> <p>Candidates should display knowledge and understanding of the cabinet.</p> <p>This may include reference to:</p> <p>The process for cabinet appointments.</p> <p>The composition of the cabinet.</p> <p>Presidents' use of cabinet in the past and present.</p> <p>The composition of the EXOP.</p> <p>The constitution and executive arrangements.</p> <p>Concepts such as; agency capture, departmentalism and 'going native'.</p> <p>Recent appointments and Senate confirmation hearings and votes.</p>	[25]	<p><b>AO1:</b></p> <p>Level 4 candidates will display a thorough and accurate knowledge of the US cabinet.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the role of the US cabinet.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to the US cabinet.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems.</p>	<p><b>AO1 [10]:</b></p> <p>Level 4      9-10 marks</p> <p>Level 3      6-8 marks</p> <p>Level 2      3-5 marks</p> <p>Level 1      0-2 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p><b>AO2:</b></p> <p>Expect candidates to discuss the importance of the cabinet.</p> <p>This may include discussion of the following:</p> <p>The constitutional relationship between the president and the cabinet.</p> <p>Policy making by the president.</p> <p>The differing roles played by the cabinet as a collective entity and by individual secretaries.</p> <p>The use of the cabinet by various presidents.</p> <p>The role played by the EXOP.</p> <p>Issues relating to trust, loyalty and proximity.</p> <p>The electoral and image value of the cabinet</p>		<p><b>AO2:</b></p> <p>Level 4 candidates will provide an evaluation of the role played by the cabinet. This is likely to consider the extent to which the EXOP has usurped some of its functions.</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 role of the cabinet.</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 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning</p>	<p><b>AO2 [10]:</b></p> <p>Level 4      9-10 marks</p> <p>Level 3      6-8 marks</p> <p>Level 2      3-5 marks</p> <p>Level 1      0-2 marks</p>

Question			Answer	Marks	Guidance									
					Content	Levels of response								
					<p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 4 as a default mark.</li> <li>• 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.</li> <li>• 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.</li> <li>• At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [5]:</b></p> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 marks</td> </tr> <tr> <td>Level 2</td> <td>2-3 marks</td> </tr> <tr> <td>Level 1</td> <td>0-1 mark</td> </tr> </table>	Level 4	5 marks	Level 3	4 marks	Level 2	2-3 marks	Level 1	0-1 mark
Level 4	5 marks													
Level 3	4 marks													
Level 2	2-3 marks													
Level 1	0-1 mark													

Question		Answer	Marks	Guidance	
				Content	Levels of response
6		<p><b>AO1:</b></p> <p>Candidates should display knowledge and understanding of powers of the House of Representatives and the Senate.</p> <p>This may include reference to:</p> <p>The exclusive powers of the Senate.</p> <p>The exclusive powers of the House.</p> <p>The shared powers of both chambers.</p> <p>Examples of recent activities; appointments, treaties and filibusters.</p> <p>Reference to impeachments.</p> <p>Congressional terms and qualifications.</p> <p>Candidates in presidential elections.</p> <p>The work of congressional committees.</p>	25	<p><b>AO1:</b></p> <p>Level 4 candidates will display a thorough and accurate knowledge of the powers of the congressional chambers.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the power of the Senate and the House.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to the powers of the Houses of Congress.</p> <p>Level 1 for a basic and generalised knowledge and understanding of relevant concepts, ideas and political systems</p>	<p><b>AO1 [10]:</b></p> <p>Level 4      9-10 marks</p> <p>Level 3      6-8 marks</p> <p>Level 2      3-5 marks</p> <p>Level 1      0-2 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p><b>AO2:</b></p> <p>Expect candidates to assess the relative powers of the House and Senate.</p> <p>This may include discussion of the following:</p> <p>The intentions of the Founding Fathers for each chamber.</p> <p>The impact of : the longer senatorial term; candidate qualifications; fewer numbers; higher profile; on prestige as well as power.</p> <p>The increased use of the filibuster in the recent past.</p> <p>The politicisation of the appointment process for Supreme Court and cabinet appointments.</p> <p>An evaluation of the relative importance of exclusive powers such as appointing a vice president and the use of impeachment.</p>		<p><b>AO2:</b></p> <p>Level 4 candidates will discuss a range of arguments relating to the powers of the congressional chambers. At this level, the case for and against must be made even though, evaluation is likely to lead the conclusion that the Senate is the superior 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 which allow an evaluation of the congressional 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. 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 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning.</p>	<p><b>AO2 [10]:</b></p> <p>Level 4      9-10 marks Level 3      6-8 marks Level 2      3-5 marks Level 1      0-2 marks</p>

Question			Answer	Marks	Guidance									
					Content	Levels of response								
					<p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 4 as a default mark.</li> <li>• 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.</li> <li>• 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.</li> <li>• At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [5]:</b></p> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 marks</td> </tr> <tr> <td>Level 2</td> <td>2-3 marks</td> </tr> <tr> <td>Level 1</td> <td>0-1 mark</td> </tr> </table>	Level 4	5 marks	Level 3	4 marks	Level 2	2-3 marks	Level 1	0-1 mark
Level 4	5 marks													
Level 3	4 marks													
Level 2	2-3 marks													
Level 1	0-1 mark													

Question		Answer	Marks	Guidance	
				Content	Levels of response
7		<p><b>AO1:</b></p> <p>Candidates should display knowledge and understanding of factors that influence Supreme Court decisions.</p> <p>This may include reference to:</p> <p>Amicus curiae briefs and oral argument.</p> <p>Opinions from justices.</p> <p>The wording of the Constitution and detail from the Bill of Rights.</p> <p>Concepts such as: strict and loose constructionism; judicial activism and passivism; Stare decisis.</p> <p>Previous rulings from earlier courts</p> <p>The jurisprudence and background of individual justices and voting blocs on the Court</p> <p>The docket of the Supreme Court</p> <p>International examples of rulings on issues such as the use of the death penalty and homosexuality and other bills of rights such as the ECHR.</p>	[25]	<p><b>AO1:</b></p> <p>Level 4 candidates will display a thorough and accurate knowledge of the factors that influence the rulings of the Supreme Court.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to rulings from the Supreme Court.</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 and understanding of relevant concepts, ideas and political systems</p>	<p><b>AO1 [10]:</b></p> <p>Level 4      9-10 marks</p> <p>Level 3      6-8 marks</p> <p>Level 2      3-5 marks</p> <p>Level 1      0-2 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p><b>AO2:</b></p> <p>Expect candidates to assess the factors that influence rulings from the Supreme Court.</p> <p>This may include reference to the following:</p> <p>The role of the Court as ‘the Guardian of the Constitution’.</p> <p>The debate surrounding originalism and loose constructionism.</p> <p>The impact of the Bush and Obama appointments on the composition of the Court</p> <p>The role played by swing votes</p> <p>The impact of public opinion and changing social mores overtime.</p> <p>The roles played by other branches of government and pressure groups.</p> <p>An evaluation of liberal and conservative rulings.</p>		<p><b>AO2:</b></p> <p>Level 4 candidates will discuss a range of factors that can influence the rulings of the Supreme Court. A key discriminator will be the ability to assess rather than merely list cases.</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 factors which influence the rulings of the Court.</p> <p>Level 2 for candidates who display a limited level of skill in the interpretation, analysis and evaluation of the relevant political issues. Discussion may centre on issues relating to the power of the Court rather than on the actual question.</p> <p>Level 1 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning</p>	<p><b>AO2 [10]:</b></p> <p>Level 4      9-10 marks</p> <p>Level 3      6-8 marks</p> <p>Level 2      3-5 marks</p> <p>Level 1      0-2 marks</p>



Question			Answer	Marks	Guidance									
					Content	Levels of response								
					<p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 4 as a default mark.</li> <li>• 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.</li> <li>• 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.</li> <li>• At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [5]:</b></p> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 marks</td> </tr> <tr> <td>Level 2</td> <td>2-3 marks</td> </tr> <tr> <td>Level 1</td> <td>0-1 mark</td> </tr> </table>	Level 4	5 marks	Level 3	4 marks	Level 2	2-3 marks	Level 1	0-1 mark
Level 4	5 marks													
Level 3	4 marks													
Level 2	2-3 marks													
Level 1	0-1 mark													

Question		Answer	Marks	Guidance	
				Content	Levels of response
8		<p><b>AO1:</b></p> <p>Candidates should display knowledge and understanding of the protection of rights and liberties in the USA.</p> <p>The Bill of Rights</p> <p>Rulings from the Supreme Court.</p> <p>Actions from the executive such as by the NSA and FBI.</p> <p>Congressional acts such as the Cybersecurity Information Sharing Act.</p> <p>Issues such as the use of death penalty, LGBT rights, gender equality, religious freedom, immigration rights etc.</p> <p>Pressure groups such as the ACLU, La Raza, NOW and NAACP.</p> <p>Concepts such as: paper rights and the tyranny of the majority</p>	[25]	<p><b>AO1:</b></p> <p>Level 4 candidates will display a thorough and accurate knowledge of the protection of rights and liberties in the USA.</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 and liberties in the USA.</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 and understanding of relevant concepts, ideas and political systems</p>	<p><b>AO1 [10]:</b></p> <p>Level 4      9-10 marks</p> <p>Level 3      6-8 marks</p> <p>Level 2      3-5 marks</p> <p>Level 1      0-2 marks</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p><b>AO2:</b></p> <p>Expect candidates to discuss the extent to which the constant scrutiny is needed to ensure the protection of rights and liberties in the USA.</p> <p>This may include discussion of:</p> <p>The impact of terrorist attacks</p> <p>The need to protect majority rights and utilitarian principles.</p> <p>The populist appeal of draconian security measures for elected politicians.</p> <p>The efficacy of the Bill of Rights</p> <p>The importance of the independence of the judiciary and the Rule of Law.</p>		<p><b>AO2:</b></p> <p>Level 4 candidates will discuss the extent to which constant scrutiny is needed to ensure the protection of rights and liberties. Answers will consider the effectiveness of a range of methods.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of protection of rights and liberties today.</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 for a basic attempt to explain simpler points central to the question. It is likely that only one viewpoint will be recognised. There will be little evidence of reasoning</p>	<p><b>AO2 [10]:</b></p> <p>Level 4      9-10 marks</p> <p>Level 3      6-8 marks</p> <p>Level 2      3-5 marks</p> <p>Level 1      0-2 marks</p>

Question			Answer	Marks	Guidance									
					Content	Levels of response								
					<p><b>AO3:</b></p> <ul style="list-style-type: none"> <li>• Expect most candidates to reach Level 3 and use 4 as a default mark.</li> <li>• 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.</li> <li>• 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.</li> <li>• At Level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.</li> </ul>	<p><b>AO3 [5]:</b></p> <table> <tr> <td>Level 4</td> <td>5 marks</td> </tr> <tr> <td>Level 3</td> <td>4 marks</td> </tr> <tr> <td>Level 2</td> <td>2-3 marks</td> </tr> <tr> <td>Level 1</td> <td>0-1 mark</td> </tr> </table>	Level 4	5 marks	Level 3	4 marks	Level 2	2-3 marks	Level 1	0-1 mark
Level 4	5 marks													
Level 3	4 marks													
Level 2	2-3 marks													
Level 1	0-1 mark													

## 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**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

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

**Oxford Cambridge and RSA Examinations**  
**is a Company Limited by Guarantee**  
**Registered in England**  
**Registered Office; 1 Hills Road, Cambridge, CB1 2EU**  
**Registered Company Number: 3484466**  
**OCR is an exempt Charity**

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

© OCR 2017

