

GCE

Government and Politics

Unit **F855**: US Government and Politics

Advanced GCE

Mark Scheme for June 2017

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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 electoral systems.</p> <p>This may include reference to:</p> <p>Hybrid systems such as AMS and AV+</p> <p>Majoritarian systems such as FPTP, SV and AV</p> <p>Proportional systems such as party lists and STV</p> <p>Recent elections</p> <p>Concepts such as :</p> <p>Participation</p> <p>Representation</p> <p>Accountability</p> <p>Mandate</p> <p>Legitimacy</p> <p>Developments such as the use of the Electoral College and AV referendum, Jenkins Report, Maine and Nebraska system.</p>		<p>AO1:</p> <p>Level 4 for candidates who have a thorough and accurate knowledge of electoral systems. This is likely to include references to countries beyond the UK and USA.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to electoral systems and the debate surrounding electoral reform.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to electoral 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>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>AO2:</p> <p>Expect candidates to discuss the advantages and disadvantages of hybrid and other electoral systems.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> • Penalising of third parties and independents • Gerrymandering, regional concentration and constituency sizes resulting in bias. • Safe seats linked to low voter turnout and tactical voting • Governmental function • Representative function • The meaning of democracy • Complexity • Clarity and speed of results • Advantages and disadvantages of coalition governments 		<p>AO2:</p> <p>At level 4, candidates should provide a balanced answer and maintain a sharp focus on the question. On this question the main contrast will not be between the UK and USA but between systems as used within the UK and beyond.</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 electoral systems and electoral reform.</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 electoral systems. Limited attempt to explain a few of the more obvious points central to the question and to recognise and describe some differing viewpoints. There may be a tendency to try to contrast the UK and the USA.</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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					<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 functions.</p> <p>This may include reference to:</p> <p>Participation and membership</p> <p>Election functions</p> <p>Policy making procedures</p> <p>Governmental functions</p> <p>Internal democracy of parties, recent leadership and candidate selections and concepts such as ‘career politicians’</p> <p>Examples of pressure groups and their activities as an alternative to parties.</p> <p>The ideologies and policies of parties.</p> <p>Examples of communication, education and political information.</p>		<p>AO1:</p> <p>Level 4 for candidates who have a thorough and accurate knowledge and understanding of the roles played by political parties.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the political parties.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to political parties.</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 assess the extent to which parties fulfil their functions today.</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, anti-establishment insurgencies. • The rise of single issue politics • The use of social media and new social movements 		<p>AO2:</p> <p>At level 4 candidates should provide a balanced answer and maintain a sharp focus on the question assessing the extent to which parties fulfil their functions. At this level, candidates should be able to differentiate between those that are performed well (governing / electoral in terms of candidate provision) and those that are in decline such as participation (Labour revival?)</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.</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. 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</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"> Decline in trust and confidence 		recognise and describe few viewpoints.									
					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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3		<p>AO1:</p> <p>Candidates should display knowledge of pressure groups.</p> <p>This may include reference to:</p> <p>Types and examples of pressure groups.</p> <p>Methods of pressure groups.</p> <p>The constitutional and institutional arrangements in a country.</p> <p>Leaders, membership and resources of pressure groups.</p> <p>Campaign finance and lobbying. Super PACs and 527 groups.</p> <p>Concepts such as: pluralism; elitism; corporatism and New Right theories; insider / outsider status; new social movements; direct action.</p>		<p>AO1:</p> <p>Level 4 for candidates who have a thorough and accurate knowledge and understanding of pressure groups.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to pressure groups.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to 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 Level 3 11-15 marks Level 2 6-10 marks Level 1 0-5 marks</p>

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		<p>AO2:</p> <p>Expect candidates to discuss the power of pressure groups.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> • Apparent failures of pressure groups such as with regard to climate change, gun control, foreign wars, student tuition fees, animal experimentation, greenbelt planning and infrastructure projects. • The power and roles still played by political parties. • The attitude of the government and impact of media scrutiny. • The scale of opposition from within and between pressure groups which allows governments to divide and conquer. • Counter views relating to proliferation and the rise of 'new politics'. • This might be linked to theories of party decline. • The use of the courts. 		<p>AO2:</p> <p>Level 4 for candidates who provide a balanced argument on the case for and against the assertion in the question title. This will need to go beyond a discussion based upon the impact pressure groups and democracy and the factors which determine their effectiveness.</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 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 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> <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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4		<p>AO1:</p> <p>Candidates should display knowledge of the power of chief executives.</p> <p>This may include reference to:</p> <p>The constitutional and institutional arrangements of a country.</p> <p>The functions of executives: the formulation and implementation of domestic, foreign and economic policy.</p> <p>The organisation of executives: presidential, prime ministerial and cabinet government.</p> <p>Details of bureaucratic support – cabinets, EXOP.</p> <p>Examples of executives and their actions</p> <p>Relationships with legislative branch of government.</p> <p>Relationship with the judicial branch of government.</p>		<p>AO1:</p> <p>Level 4 candidates will have a thorough and accurate knowledge and understanding of the power of executives.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to chief executives.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to chief executives.</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 power of chief executives.</p> <p>This may include discussion of:</p> <p>The impact of recent elections and the composition of the legislature.</p> <p>Constitutional and institutional arrangements in a country.</p> <p>The styles and skills of individual chief executives.</p> <p>Changes over time.</p> <p>The significance of recent events and crises.</p> <p>Use of the bureaucracy and leadership, and discipline in legislative chambers</p> <p>Issues with regards to media oversight</p>		<p>AO2:</p> <p>Level 4 for candidates who provide a focused answer which explains the differing degrees of power of chief executives. A range of factors and arguments which provide points of contrast and comparison should be established.</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. Limited attempt to consider points of contrast and comparison.</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 legislatures.</p> <p>This may include reference to:</p> <p>Functions of legislatures and the methods used.</p> <p>Leadership, the role of the whips and party discipline.</p> <p>The outcome of recent elections and the composition of chambers in party and social terms.</p> <p>The work and voting of elected representatives.</p> <p>The work of legislatures; timetable and organisation: committees relating to scrutiny and legislation.</p> <p>The separation of powers and checks and balances.</p> <p>Constitutional checks on executive power</p> <p>Concepts such as: Gridlock / divided government; Westminster model.</p>		<p>AO1:</p> <p>Level 4 for candidates who have a thorough and accurate knowledge and understanding of legislatures and their functions. The key discriminator here is likely to be the level of detail with regard to aspects such as readings, types and examples of committees, the use of the filibuster etc..</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to legislatures.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to legislatures.</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 effectiveness of Parliament and Congress in fulfilling their functions.</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>Scrutiny and oversight in the context of the separation /fusion 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 divided government</p> <p>The trustee, delegate, mandate and resemblance debate.</p>		<p>AO2:</p> <p>Level 4 for candidates who provide a balanced answer and maintain a sharp focus on the question. This should involve a consideration of the three main functions of legislation, scrutiny and representation.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the relevant political issues. One of the functions mentioned above may be rather brief.</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 couple of functions.</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 role and activities of judiciaries.</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>Pressure groups' and individual's use of the judicial branch.</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>Developments in response to terrorist threats.</p> <p>Concepts such as: Judicial activism and restraint / passivism, strict and loose constructionism, the separation of powers, liberal democracy, legitimacy.</p>		<p>AO1:</p> <p>Level 4 candidates will have a thorough and accurate knowledge and understanding of the role and activities of judiciaries.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to the role and activities of judiciaries.</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 role and activities of judiciaries.</p> <p>This may include discussion of:</p> <p>Constitutional and institutional arrangements in a country.</p> <p>The differences between judicial activism and passivism.</p> <p>The significance of judicial review and administrative law as a means of checking governments and protecting rights and liberties.</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>The appointment process and tenure and implications for democracy.</p> <p>Concepts such as: judicial independence, the rule of law; tyranny of the majority; strict and loose constructionism; ultra vires.</p>		<p>AO2:</p> <p>Level 4 for candidates should provide a balanced answer and maintain a sharp focus on the question. The notion of increased judicial activism will need to be considered against democratic criteria.</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 and activities of judiciaries.</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 role and activities 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>

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7		<p>AO1:</p> <p>Candidates should display knowledge of unitary, devolved and federal systems of government.</p> <p>This may include reference to:</p> <p>Unitary states such as the UK.</p> <p>Devolution and developments such as:</p> <p>The Scottish referendum, 'devolution max' & EVEL, 'northern powerhouse' and elected mayors.</p> <p>The debate surrounding the EU.</p> <p>Federal states such as the US and Germany and asymmetrical unitary countries such as Spain.</p> <p>Characteristics of these countries with regard to size, race, language and culture.</p> <p>Changes in federal – state relations over time</p> <p>Concepts such as subsidiarity, homogeneity and heterogeneity.</p>		<p>AO1:</p> <p>Level 4 candidates will have a thorough and accurate knowledge and understanding of federal, devolved and unitary constitutions.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to federal, devolved and unitary constitutions.</p> <p>Level 2 for candidates who display limited knowledge and understanding of relevant concepts, ideas and political systems relating to federal, devolved and unitary constitutions.</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	
				Content	Levels of response
		<p>AO2:</p> <p>Expect candidates to discuss the arguments for and against federal and unitary states.</p> <p>This may include discussion of:</p> <ul style="list-style-type: none"> • Size, linguistic, cultural and religious differences. • Levels of representation • Issues of proximity and accountability • Issues relating to cost and duplication • Questions of sovereignty <p>The economic and geographical aspects to core v. periphery developments and the impact of economic recession / growth.</p>		<p>AO2:</p> <p>Level 4 for candidates who provide a balanced answer and maintain a sharp focus on the question. They will be able to differentiate between federal, unitary and devolved and recognise the pros and cons of each.</p> <p>Level 3 for candidates who display a good level of skill in the interpretation, analysis and evaluation of the various systems of government.</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 federal, unitary and devolved systems. The distinction between federal and devolved is likely not to be clearly made at this level.</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 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
Level 4	6 marks													
Level 3	4-5 marks													
Level 2	2-3 marks													
Level 1	0-1 mark													

Question		Answer	Marks	Guidance	
				Content	Levels of response
8		<p>AO1:</p> <p>Candidates should display knowledge of the protection of rights and liberties.</p> <p>This may include reference to:</p> <p>The constitutional arrangements in a country and international agreements.</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>Developments such as secret courts / snooper's charter / NSA surveillance.</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>Level 4 candidates will have a thorough and accurate knowledge and understanding of constitutional arrangements and rights and liberties and the ways in which they are protected.</p> <p>Level 3 for candidates who display good knowledge and understanding of relevant concepts, ideas and political systems relating to constitutions and the protection of rights and liberties.</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</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	
				Content	Levels of response
		<p>AO2:</p> <p>Expect candidates to discuss the extent to which rights are adequately protected in countries with different constitutional arrangements.</p> <p>This may include discussion of:</p> <p>Entrenched rights and rights protected by other means such as statute law.</p> <p>Executive and legislative actions after events such as: the Paris attacks; asylum and migration crisis; 9/11; 7/7; the debate over the HRA and new British Bill of Rights; closure of GITMO</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 roles played by judiciaries, executives legislatures and 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>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 constitutional arrangements and the protection of rights and liberties.</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 protection of rights and liberties. 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									
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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 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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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

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Email: general.qualifications@ocr.org.uk

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