



# **GCE MARKING SCHEME**

## **GOVERNMENT & POLITICS AS/Advanced**

**JANUARY 2014**

## **INTRODUCTION**

The marking schemes which follow were those used by WJEC for the January 2014 examination in GCE GOVERNMENT & POLITICS. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

<b>Unit</b>	<b>Page</b>
GP1	1
GP2	9
GP3a	17
GP3b	25
GP4a	33

**GP1**

**Q.1 (a)** What is meant by *UK general elections*? **[5]**

Credit could be given for the following:

- Definition: election of MPs across the UK.
- Developed description may include: over 18s can vote, one MP per constituency, held every 5 years fixed from 2010.
- Example: any general election.
- Any other relevant material.

Marks	AO1
<b>3-5</b>	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
<b>1-2</b>	Knowledge and understanding is described in basic detail with limited evidence/examples.
<b>0</b>	No relevant knowledge or understanding.

**(b)** Using your own knowledge as well as the extract, explain the reasons why some people do not participate in elections. **[10]**

Credit could be given for the following:

- From the extract: ‘serial abstainers’, forgetting, judging that the benefits of voting are not enough.
- Beyond the extract: problems getting to the polls, apathy, ‘hapathy’.
- Any other relevant material.

Marks	AO1	Marks	AO2
<b>3-5</b>	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	<b>3-5</b>	Argument is clearly structured and focused, providing a convincing explanation.
<b>1-2</b>	Knowledge and understanding is basic in detail with limited evidence/examples.	<b>1-2</b>	Argument is limited in terms of coherence and focus.
<b>0</b>	No relevant knowledge or understanding.	<b>0</b>	No relevant explanation.

- (c) Critically assess the importance of the campaigns, compared to other factors, in determining how electors cast their votes. [25]

Credit could be given for discussing and evaluating the following issues:

- The campaign: images of the leaders, changing the minds of floating voters, marginal seats, televised debates, manifestos, Valence model of voting.
- Other factors: sociological model of voting behaviour and long term factors e.g. Class, partisanship, geographical region, age; Rational Choice model.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis is displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

**Q.2 (a)** What is meant by *official opposition party*?

**[5]**

Credit could be given for the following:

- Definition: the party that did not win the last election.
- Developed description may include: formal status and role in UK politics, to criticise and challenge the government, present an alternative possible government.
- Example: currently the Labour party at Westminster.
- Any other relevant material.

<b>AO1</b>	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

**(b)** Using your own knowledge as well as the extract, explain the effects that the Additional Member System of voting has had on party politics in Wales **[10]**

Credit could be given for the following:

- From the extract: Labour always the largest party, rarely a majority government, frequent minority or coalition government, increased representation and role for Plaid Cymru.
- Beyond the extract: effects on policies and positions in a Welsh context of UK-wide parties, greater collaboration, effect of two types of AM.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (c) 'Proportionality is more important than other features when deciding the effectiveness of UK electoral systems.' Discuss. [25]

Credit could be given for discussing and evaluating the following issues:

- Arguments that it is may include: fairness, representation of proportionality of STV and AMS/party lists, greater correlation of votes to seats, benefits of coalition governments/check on executives.
- Other factors may include: drawbacks of coalitions, governments formed by 'deal-making' behind the electorate's back of proportional systems; perceived good features of other systems such as FPTP.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis is displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

**Q.3 (a)** What is meant by *'the Conservative Party'*? **[5]**

Credit could be given for the following:

- Definition: one of the main political parties in the UK.
- Developed description may include: coalition partner since 2010, party of government, leader David Cameron, Conservative ideology.
- Example: credit any specific fact.
- Any other relevant material.

<b>AO1</b>	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

**(b)** Using your own knowledge as well as extract, explain the importance of party manifestos. **[10]**

Credit could be given for the following:

- From the extract: doctrine of the mandate, to be ignored when coalition negotiations are needed.
- Beyond the extract: to let the voters know at election time what the parties are promising to do in government, series of promises, accountability.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

**(c)** Assess whether ideology is still important to political parties in the UK. **[5]**

Credit could be given for discussing and evaluating the following issues:

- The extent to which the ideologies of liberalism and socialism underpin the policies of the main UK and Welsh parties, effects of fragmentation of parties – are Scottish/Welsh Labour more socialist than UK Labour for example? Discussion of whether ideology underpins Conservative thinking and policy.
- The extent to which ideology has ceased to be meaningful – consensus politics, mixed economy etc. The ideological basis of minor parties in the UK; other factors that are important to parties.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>		<b>AO3</b>	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis is displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.



**Q.4 (a)** What is meant by *policy networks*

**[5]**

Credit could be given for the following:

- Definition: groups and individuals, each with an interest, or ‘stake’ in a given policy sector and the capacity to help determine policy success or failure.
- Developed description may include: mixture of academic, commercial, pressure group, charity interests etc. revolving around the same policy area. Particularly active at EU level.
- Any valid example of groups involved and the issue.
- Any other relevant material.

<b>AO1</b>	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

**(b)** Using your own knowledge as well as the extract, explain why pressure groups are important to policy-making in UK politics.

**[10]**

Credit could be given for the following:

- From the extract: source of information and advice, expertise.
- Beyond the extract: allow pluralism and consultation when policy is formed, can deliver compliance of affected groups.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (c) 'Insider status is the most important factor that determines whether a pressure group will achieve success.' Discuss. [25]

Credit could be given for discussing and evaluating the following issues:

- Arguments that it might include: access to corridors of power, influence on policy agenda, influence on policy content, behind closed doors ability to put ideas of the group directly to government, elitism, lack of success of outsider groups.
- Arguments that it is not might include: 'prisoner' or 'hostage' insiders, examples of outsider tactics that have gained success e.g. Gurkhas, importance of money, committed members, communication via social media e.g. UK Uncut, Occupy.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis is displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

**GP2**

**Q.1 (a)** What is meant by the term *case/common law*? **[5]**

Credit could be given for the following:

- Definition: judgements made by judges in courts.
- Developed description may include: these become precedent, can affect the powers of government (constitutional) as they can declare that ministers do not have authority of that laws are incompatible with the HRA.
- Example: 2010 Supreme Court ruling on prisoners voting in elections (or any other).
- Any other relevant material.

Marks	AO1
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

**(b)** Using your own knowledge as well as the extract, explain the importance of statute law as a source of the British Constitution. **[10]**

Credit could be given for the following:

- From the extract: statute law can be made or unmade by the legislature which has sovereign authority. The legislature can use this to 'make' the constitution.
- Beyond the extract: Parliamentary Sovereignty, ease of amendment, important constitutional statutes.
- Any other relevant material.

Marks	AO1	Marks	AO2
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (c) Analyse the view that Britain does not need to adopt a codified constitution.

[25]

Credit could be given for discussing and evaluating the following issues:

- Flexibility and its advantages: uncodified nature, ability to adapt to circumstances with examples e.g. Devolution, flexibility of various sources especially statutes, case law and conventions, historical longevity and lack of demand for change.
- Evaluation of its drawbacks: lack of entrenchment and protection, executive dominance, lack of protection for rights, increasing codification of structures but not central executive power.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth or range of analysis is displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

**Q.2 (a)** What is meant by a *referendum held in March 2011*?

**[5]**

Credit could be given for the following:

- Definition: a vote of the electors in Wales on a single issue.
- Developed description may include: referendum on the National Assembly's law-making powers.
- Example/ fact: it got rid of the LCO process, numbers turning out.
- Any other relevant material.

<b>A01</b>	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

**(b)** Using your own knowledge as well as the extract, explain the current difficulties of making laws in Wales.

**[10]**

Credit could be given for the following:

- From the extract: laws to date have been slow and uninspiring, there has been a lack of legislation – none in the first year of new powers, neither government nor the other parties is coming up with ideas.
- Beyond the extract: lack of numbers to properly scrutinise proposals, dependence on money from central government, incomplete law making powers for Wales reserved matters.
- Any other relevant material.

<b>A01</b>		<b>A02</b>	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (c) Critically assess the effectiveness of Parliament and the National Assembly for Wales in performing the role of scrutiny of their executives.

[25]

Credit could be given for discussing and evaluating the following issues:

- Arguments that they are effective might include: select committee investigations and reports, scrutiny committee success in Wales, questions debates in HofC and Plenary, the effectiveness of the official opposition in holding executives to account.
- Arguments that they are not may include: lack of need for government to act on committee reports, ineffectiveness of PMQ's and debates, low numbers of AMs in Wales, executive dominance in Westminster prevents the opposition being effective.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth or range of analysis is displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/ examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

**Q.3 (a)** What is meant by the term, *collective responsibility*?

**[5]**

Credit could be given for the following:

- Definition: that the whole government is responsible together.
- Developed description may include; facets of the concept – that the whole government resigns when defeated on a confidence motion, that Cabinet members abide by joint Cabinet decisions.
- Any relevant example of it in action or being undermined.
- Any other relevant material.

<b>AO1</b>	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

**(b)** Using your own knowledge as well as the extract, explain the roles of Cabinet committees. **[10]**

Credit could be given for the following:

- From the extract: to take workload from the full Cabinet, according to critics to enhance the power of the PM.
- Beyond the extract: to take major decisions before bringing them to full Cabinet for approval – the real decision making layer of the core executive.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (c) Analyse whether the roles of the UK Prime Minister and Wales' first minister have become presidential. [25]

Credit could be given for discussing and evaluating the following issues:

- Arguments that they have might include: media attention for leaders, ability to dominate policy agenda, prerogative powers and patronage at UK level, use of special advisors.
- Arguments that they have not might include: operation within a coalition government, constraints on First Minister in GOWA 2006, role of the cabinet, nature of the modern core executive.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth or range of analysis is displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.



**Q.4 (a)** What is meant by *EU member states*? **[5]**

Credit could be given for the following:

- Definition: all the countries that belong to the EU.
- Developed description may include: equal status in the EU, enlargement and different dates for joining, powers within the EU
- Any relevant example or fact.
- Any other relevant material.

<b>A01</b>	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

**(b)** Using your own knowledge as well as the extract, explain how the EU is both a supranational and an intergovernmental union. **[10]**

Credit could be given for the following:

- From the extract: EU member states have transferred considerable sovereignty to it, but member states retain the power to approve every major decision and approve the transfer of new powers.
- Beyond the extract: supranational institutions such as the Parliament or Commission but intergovernmentalism within the Council.
- Any other relevant material.

<b>A01</b>		<b>A02</b>	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (c) 'The European Council of Ministers is the real decision making body of the European Union.' Discuss. [25]

Credit could be given for discussing and evaluating the following issues:

- Arguments that it might include: powers and processes of the Council, including veto and qualified majority voting, range of issues decided by this institution, opt-outs.
- Counter-arguments might include: the powers of the European Parliament and the commission, EU president, effect of enlargement on processes of Council, impact of national referenda on decisions of the Council.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth or range of analysis is displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

**GP3a**

**Q.1 (a)** Explain why it is difficult to control election finance in the USA. **[10]**

Credit **could** be given for explaining the following:

- Loopholes in election finance regulations such as FECA 1974, BCRA 2002, 'hard' and 'soft' money, many ways individuals and corporations can contribute, 501c organisations and PACs.
- Judgements of the Supreme Court such as Citizens United 2010
- Difficulties with First Amendment rights – freedom of expression.
- Necessity of large war chests to fight modern US elections.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (b) Critically assess the view that US presidential elections are effectively decided before the election campaign between the parties starts. [30]

Credit **could** be given for analysing/evaluating the following:

- Arguments that they are might include: the role of money and large war chests, the importance of the invisible primary, examples of candidates that have pulled out at this stage and reasons, the importance of candidate profiles and endorsements, the role of the media at this stage, including the role of new social media, the role of national nominating conventions.
- Arguments that they are not might include: the importance of primaries, the difficulties of fighting a 50 state election and the ups and downs of the campaign, primaries are only within parties, the intra-party competition starts very late in the process, the role of national nominating conventions, the role of the Electoral College, Bush vs Gore 2000.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge are displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis are displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

**Q.2 (a)** Explain the main functions of political parties in the USA.

**[10]**

Credit **could** be given for explaining the following:

- Weakness of parties, lack of central discipline and ideas.
- Political recruitment for Congress, state institutions and presidency, lack of independent candidate success.
- To give a broad idea to the electorate of a candidate's political philosophy.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (b) Discuss whether the factionalised nature of US political parties is an advantage or a disadvantage for US politics and democracy. [30]

Credit **could** be given for analysing/evaluating the following:

- Arguments that it is an advantage might include: allows candidates to be responsive to local priorities, politics is more regional than national, allows a variety of ideas to flourish in both parties, a wide spectrum, gives more choice to electors, allows politicians of different parties to work together to achieve aims (necessary in legislatures), log-rolling.
- Arguments that it is a disadvantage might include: unhelpful for the electorate in deciding how to vote as party labels don't mean a lot, lack of choice for them, necessity of log-rolling to get anything done and this is slow and means compromise, keeps parties weak and divided, accusation that US politics is too personalised because of this.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

**Q.3 (a)** Explain why party loyalty has declined in the USA.

**[10]**

Credit **could** be given for explaining the following:

- Link to specific presidencies/events e.g. Vietnam, Carter.
- Rise in split-ticket voting.
- Lack of clear ideological differences between the parties, party labels do not indicate different policies between candidates.
- Rise in personalised politics, media effects.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (b) Analyse the importance of socio-economic status, compared to other factors affecting voting behaviour in the USA. [30]

Credit **could** be given for analysing/evaluating the following:

- Socio-economic status (wealth): stereotypically, Americans vote Democrat if they are poor and Republican if they are rich, examples, link to party policies, core voters; extent to which this is still true in recent elections, extent to which this is true geographically, and in different types of elections at state and federal level.
- Other factors might include: race, age, geographical region and partisan alignment.
- Candidates might consider the rise of split-ticket voting and the importance of voters who identify as 'independents', local issues and swing states, the importance of candidates themselves and specific issues in affecting voting behaviour.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.



**Q.4 (a)** Explain why 'iron triangles' can be criticised.

**[10]**

Credit **could** be given for explaining the following:

- Bypasses or short-circuits the democratic process.
- Amount of money that can be involved.
- Lack of rigorous oversight of agencies by committees that are part of iron triangles.
- Unequal access to policy-makers for some pressure groups.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (b) 'Sectional pressure groups are more successful than cause groups in US politics.' Discuss. [30]

Credit **could** be given for analysing/evaluating the following:

- Arguments that they are might include: the successes of sectional groups through iron triangles, multiple access points at state and federal levels, ability to finance campaigns through PAC's etc, rewards for this, lack of success of cause groups and reasons.
- Arguments that they are not might include: competitive nature of pressure group politics with many sectional groups working in any policy network, attempts to restrict the influence of corporate America, potential success for cause groups at state and local level and on a national level through the responsiveness of the House (bringing home the bacon), potential for cause groups to use new social media to organise and gain support.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

**GP3b**

**Q.1 (a)** Explain how the liberal ideas of positive and negative liberty differ from each other. **[10]**

Credit **could** be given for explaining the following:

- Difference between having the resources and attitudes to fulfil one's own potential and freedom from external constraint (opportunity).
- Views of thinkers such as Hegel, Berlin, Fromm.
- Views of the role of the state and the role of individual in both cases.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(b) 'Liberalism is no longer a relevant political ideology.' Discuss. [30]

Credit **could** be given for analysing/evaluating the following:

- Arguments that it is not might include: the absorption of liberal economic thinking and liberal moral/social thinking into other ideologies in the modern day, e.g. Conservatism and democratic socialism; the difficulties of concepts of the individual in a global and complex world; the increasing polarisation of politics as 'liberal' ideas such as protecting minorities cost money and attract increasing taxpayer opposition ('the Conservative onslaught' – J K Galbraith), the simple market philosophy of traditional liberals is no longer relevant to the modern world economy, debates about the role of the state amongst modern liberals.
- Arguments that it is might include: its influence on other ideologies, the ability of liberalism to change its emphasis over time and adapt, the need for liberal principles such as tolerance in multicultural societies, the emphasis of some liberals on defending the rights of minorities, and combatting poverty and social distress, the relevance of liberal principles of political democracy and the relationship between the individual and the state.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge are displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis are displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

**Q.2 (a)** Explain why the concept of social justice presents difficulties for socialists [10]

Credit **could** be given for explaining the following:

- Debates within socialism about whether capitalism can deliver social justice or not.
- Debates within socialism about what constitutes a socially just society.
- Discredit of the Marxist position of absolute equity of reward as hopelessly utopian and denying basic human drive to accumulate wealth and make progress.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (b) The view that the issue of the role of the state divides socialists more than any other issue. Discuss. [30]

Credit **could** be given for analysing/evaluating the following:

- Socialist debates about the role of the state – a providing state against an enabling state, providing absolute equality of reward or providing equality of opportunity, the role of the state regarding common ownership of the means of production and a centralised state against views of the state operating within a mixed economy and tolerating free enterprise, syndicalism and the co-operative movement.
- Other major areas of debate within socialism such as the role of revolution and Marxism, debates about class in the modern context, about the meaning of equality for different strands of socialism, debates about whether socialism should pursue rights and opportunity within the existing social frameworks or aim for a re-ordering of society.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

**Q.3 (a)** Explain conservative attitudes to authority.

**[10]**

Credit **could** be given for explaining the following:

- Basic conservative belief – that society needs order and security.
- Conservatives favour the community's need for security over the rights of individuals and justify authority thus.
- Authority as a means of avoiding revolution.
- Authority and its connection to tradition and caution in Conservative thinking, links to authoritarianism.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (b) Discuss whether the ideology of conservatism is more unifying than divisive. [30]

Credit **could** be given for analysing/evaluating the following:

- Arguments that it might include: the unifying impact of tradition, theories of an organic society which transcends the interests of individuals, natural hierarchy and its role in prompting order and stability, 'noblesse oblige' and paternalistic conservatism.
- Arguments that it is not might include: the New Right and individualism, the Conservative emphasis on competition and self-help and the 'natural inequality' that this produces, potential conflict of tradition with new ideas and social norms, difficulty of Conservatism in adapting to change.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
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1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.



**Q.4 (a)** Explain the significance of nationalism in the context of Wales. **[10]**

Credit **could** be given for explaining the following:

- Political significance of Plaid Cymru, and especially since devolution, calls for complete political independence.
- Significance of a shared heritage and experience of a lack of self-government until devolution.
- Significance of cultural issues in Wales, such as the Welsh language.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (b) Analyse the extent to which nationalism is a right-wing ideology. [30]

Credit **could** be given for analysing/evaluating the following:

- Arguments that it might include: the synthesis of race with nation, Fascism, imperialist nationalism, expansionism and beliefs in 'destiny', xenophobia and mistrust of foreigners, anti-immigration politics, 'romantic' nationalism based on emotion, the emergence of authoritarian post-colonial nationalism in Africa.
- Arguments that it is not might include: the principle of self-determination and the importance of nation- states within nationalism, the concept of an 'organic society' standing above individuals, liberal nationalism and a belief in the freedom of states and peoples, rational nationalism based on a neutral version of history, the emergence of post-colonial nationalism in Africa where many regimes were/are socialist in nature.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
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1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

**GP4a**

**Q.1 (a)** Explain the significance of the US Constitution.

**[10]**

Credit **could** be given for explaining the following:

- 200+ year old document still at the centre of US government and politics.
- Enumerates the powers of Congress and the president.
- Is flexible enough to adapt to changing circumstances.
- Contains the Bill of Rights.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(b) 'The US Constitution is too flexible.' Discuss.

[30]

Credit **could** be given for analysing/evaluating the following:

- Arguments that it is might include: the ability of the constitution to still be relevant after 200 years because it is vague and can be interpreted – the role of the Supreme Court, the elastic and commerce clauses, the necessary and proper clause, the recent presidential interpretations of the purpose of the state of the union address or the role of Commander-in-Chief; the ability of the constitution to accommodate 'new' right e.g. the right to privacy, the amendment process.
- Arguments that it is not might include: enumerated powers of president and Congress, outdated rights such as the right to bear arms, separation of powers and checks and balances, the gridlock at the heart of U.S. government, the difficulty of formal amendment.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
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0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

**Q.2 (a)** Explain the importance of committees within Congress.

**[10]**

Credit **could** be given for explaining the following:

- Importance in the legislative process, many bills die in committee.
- Political make-up.
- Importance of committee chairpersons.
- House committee of Ways and Means, Senate Appointments committee, Conference committees.
- Oversight function.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (b) Assess whether parties have any importance for the relationship between Congress and the Executive. [30]

Credit **could** be given for analysing/evaluating the following:

- Arguments that they have might include: Partisanship in voting in Congress – a resurgence of party? Roles of majority and minority leaders in both chambers, and especially the House, importance of party on committees, impact of divided party dominance in Congress compared to periods of one-party dominance and impact on relations between Congress and the president e.g. gridlock.
- Arguments that they do not have might include: Lack of importance as the president is not the leader of a party in the legislature and there is not the party discipline in Congress that there is in the UK Parliament, parochial, constituency considerations especially in the House ('pork barrelling'), influence of interest groups and other factors such as incumbency, rather than party.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
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0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

**Q.3 (a)** Explain how the Constitution restricts the powers of the president. **[10]**

Credit **could** be given for explaining the following:

- Enumerated powers under Article 2
- He is Commander-in-Chief, but only Congress can declare war.
- Presidential veto can be overridden by Congress.
- Power of the purse belongs to Congress
- Separation of powers, the president can only suggest legislation and does not command a majority in Congress (even more likely after mid term elections).
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (b) Evaluate the view that US presidents have more power in foreign affairs than in domestic affairs. [30]

Credit **could** be given for analysing/evaluating the following:

- Arguments that they do might include: restrictions on presidential power under the constitution nearly all deal with domestic affairs, limited federal power compared to the states, presidential relations with Congress and the Supreme Court, presidential power to wage war de facto (War Powers Resolution) and take charge of US foreign policy.
- Arguments that they do not might include: constitutional right of Congress to declare war, need for Congress to approve money spent abroad, US role as a global power with constraints, impact of 9/11, War on Terror and Homeland Security, flexibility of enumerated presidential powers, importance of State of the Union Address and the president's appeal to the whole US electorate.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
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0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.



**Q.4 (a)** Explain why Supreme Court landmark judgements have impact in the USA.

**[10]**

Credit **could** be given for explaining the following:

- Power of judicial review, de facto 'legislating from the bench'.
- Power of Supreme Court to apply due process to acts of the states as well as federal government.
- Notable landmark cases.
- Status of the Supreme Court.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (b) Discuss the view that in reality the Supreme Court has less political significance than its critics think it has. [30]

Credit **could** be given for analysing/evaluating the following:

- Arguments that it has might include: constraints on the power of the Supreme Court eg. it can only judge cases brought to it, periods of judicial restraint, arguments that the Court is a legal not a political body, political balance of the Court and life tenure, lack of power to enforce decisions.
- Arguments that it does not might include: periods of judicial activism, ideologies of justices and loose construction, swing justices and 5:4 decisions, impact of landmark cases.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
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0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.



WJEC  
245 Western Avenue  
Cardiff CF5 2YX  
Tel No 029 2026 5000  
Fax 029 2057 5994  
E-mail: [exams@wjec.co.uk](mailto:exams@wjec.co.uk)  
website: [www.wjec.co.uk](http://www.wjec.co.uk)