GCE A LEVEL MARKING SCHEME

SUMMER 2022

A LEVEL
GOVERNMENT & POLITICS – UNIT 4
1160U40-1

INTRODUCTION

This marking scheme was used by WJEC for the 2022 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was 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 conference was to ensure that the marking scheme was 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' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE A LEVEL GOVERNMENT & POLITICS

UNIT 4 - GOVERNMENT AND POLITICS OF THE USA

SUMMER 2022 MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 4

The questions in Section A assess both AO1 and AO2. The questions in Section B assess both AO1 and AO3. The question in Section C assesses all three assessment objectives. The assessment objectives focus on the ability to demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and issues (AO1); the ability to interpret and apply political information to identify and explain relevant similarities, differences, and connections (AO2), and the ability to analyse and evaluate the areas of government and politics studied to construct arguments, make substantiated judgements and draw conclusions (AO3).

The structure of the mark scheme
The mark scheme for each question has two parts:

- Advice outlining indicative content which can be used to assess the quality of the specific response. The content is not prescriptive and candidates are not expected to mention all the material referred to. Examiners should seek to credit any further admissible evidence offered by the candidates.
- An assessment grid advising bands and associated marks that should be allocated to responses which demonstrate the characteristics needed in AO1, AO2 and AO3.

Deciding on the mark awarded within a band

- The first stage for an examiner is to use both the indicative content and the assessment grid to decide the overall band.
- The second stage is to decide how firmly the characteristics expected for that band are displayed.
- Thirdly a final mark for the question can then be awarded.

Organisation and communication
This issue should have bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark in the band.

Level Descriptors
Using 'best–fit', decide first which set of level descriptors best describes the overall quality of the answer. The following grid should inform your decision as to which band the answer belongs:

	AO1	AO2	AO3
Thorough	- Aware of a wide range of detailed and accurate knowledge. - Demonstrates fully developed understanding that shows relevance to the demands of the question. - Evidence/examples are well chosen. - Precision in the use of terminology.	- Knowledge and understanding is consistently applied to the context of the question. - Is able to form a clear, developed and convincing interpretation of evidence that is fully accurate. - Is able to fully identify and explain similarities, differences and connections where relevant.	- Analysis and evaluation skills are used in a consistently appropriate and effective way. - An effective and balanced argument is constructed. - Detailed and substantiated evaluation that offers secure judgements leading to rational conclusions.
Reasonable	- Has a range of detailed and accurate knowledge. - Demonstrates well developed understanding that is relevant to the demands of the question. - Evidence/examples are appropriate. - Generally precise in the use of terminology.	- Knowledge and understanding is mainly applied to the context of the question. - Is able to form a clear and developed interpretation of evidence that is mostly accurate. - Is partially able to identify and explain similarities, differences and connections where relevant.	- Analysis and evaluation skills are mostly used in a suitable way and with a good level of competence and precision. - An accurate and balanced argument is constructed. - Detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.
Adequate	- Shows some accurate knowledge. - Demonstrates partial understanding that is relevant to the demands of the question. - Evidence/examples are not always relevant. - Some use of appropriate terminology.	- Knowledge and understanding is partially applied to the context of the question. - Is able to form a sound interpretation of evidence that shows some accuracy. - Makes some attempt to identify and explain similarities, differences and connections where relevant.	- Analysis and evaluation skills are used in a suitable way with a sound level of competence but may lack precision. - An imbalanced argument is constructed. - Sound evaluation that offers generalised judgements and conclusions, with limited use of evidence.
Limited	- Limited knowledge with some relevance to the topic or question. - Little or no development seen. - Evidence/examples are not made relevant. - Very little or no use of terminology.	- Knowledge and understanding is applied in a weak manner to the context of the question. - Can only form a simple interpretation of evidence, if at all, with very limited accuracy. - Makes weak attempt to identify and explain similarities, differences and connections where relevant.	- Analysis and evaluation skills are used with limited competence. - Unsupported evaluation that offers simple or no conclusions.

Section A

Question 1

Explain the influence of the Speaker of the House on the work of the US Congress.   [16]

Indicative content

NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.

In applying their knowledge, candidates are expected to demonstrate the ability to assess the influence of the Speaker of the House on the work of Congress. In demonstrating this, candidates are required to give an answer which is focused on the influence of the Speaker of the House on the work of Congress.

The response might consider issues such as:
- The Speaker is the most visible figure from the majority party in the House and this leadership role allows the Speaker to articulate and explain the legislative agenda of the House to the wider public.
- Typically, the Speaker is the head of the majority party in Congress and can navigate and assist the passage of legislation by managing the rules on the House floor and structuring the debates for partisan advantage.
- The Speaker of the House works closely with other figures of leadership within the Congress including the House Majority and Minority Leader and leadership figures within the Senate. This allows an influence to the role beyond the scope of simply the House and extends it to the Congress generally.
- In the legislative process the Conference Committees are often supplanted by meetings between Congressional leadership where the Speaker of the House has an obvious part to play and can influence the legislative process.
- The Speaker has a role in appointing Committee chairs and members which allows the role to have an impact on both the scrutiny and legislative function of the House.
- The Speaker presides over joint sessions of Congress which are typically held in the House. This contributes to the role being highly visible and authoritative.
- The Speaker is a key figure in the relationship of Congress with other branches of government especially connected with the Presidency, e.g. the role of Nancy Pelosi in the attempt to impeach President Trump.
- Any other relevant material.

Band	Marks	AO1	Marks	AO2
4	4	• Thorough knowledge and understanding of the influence of the role of Speaker on the work of Congress. • Evidence/examples used are well chosen. • Depth and range to material used. • Effective use of terminology.	10-12	• Thorough application of political knowledge of the influence of the role of Speaker on the work of Congress. • Thorough interpretation of political information. • Thorough explanation of relevant similarities, differences and connections.
3	3	• Reasonable knowledge and understanding of the influence of the role of Speaker on the work of Congress. • Evidence/examples used are appropriate. • Depth and range to material used, but not in equal measure. • Good use of terminology.	7-9	• Reasonable application of political knowledge of the influence of the role of Speaker on the work of Congress. • Reasonable interpretation of political information. • Reasonable explanation of relevant similarities, differences and connections.
2	2	• Adequate knowledge and understanding of the influence of the role of Speaker on the work of Congress. • Evidence/examples used are not always relevant. • Depth or range to material used. • Some appropriate use of terminology.	4-6	• Adequate application of political knowledge of the influence of the role of Speaker on the work of Congress. • Adequate interpretation of political information. • Adequate explanation of relevant similarities, differences and connections.
1	1	• Limited knowledge and understanding of the influence of the role of Speaker on the work of Congress. • Evidence/examples used are not made relevant. • Very little use of terminology.	1-3	• Limited application of political knowledge of the influence of the role of Speaker on the work of Congress. • Limited interpretation of political information. • Limited explanation of relevant similarities, differences and connections.
	0	Response not creditworthy or not attempted.		

Question 2

Explain the impact of partisanship on voting behaviour in US elections. **[16]**

Indicative content

NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.

In applying their knowledge candidates are expected to demonstrate the ability to assess the impact of partisanship on voting behaviour in US elections. In demonstrating this, candidates are required to give an answer which is focused on how partisanship impacts voting behaviour in US elections.

The response might consider issues such as:
- Increased influence of partisanship in recent years has resulted in a polarised America where voting behaviour has become increasingly linked to long-term social factors e.g race.
- Partisanship results in areas that are consistently Democratic or Republican. Only 6 states had split Senate delegations in 2020 compared to 44 in 1975, 12 in 2016. The number of split districts in the US House has fallen significantly as split-ticket voting declines and partisanship and polarisation become increasingly influential on voting behaviour.
- Partisanship leads to a deep distrust of the other party that solidifies voting behaviour; many Democrats see Republicans as a threat to national security and vice versa which creates a polarised pattern of voting behaviour.
- An entrenchment of worldviews has led to many commentators discussing the notion of America as two distinct communities; liberal/conservative, Democrat/Republican and alienating moderate, independent voters.
- The entrenchment of voting behaviour leading to a renewed focus on voter fraud and voter eligibility as both camps look to maximise their core support rather than sway independent voters.
- The impact of partisanship on the changing influence of independent and swing voters in US elections.
- Any other relevant material.

Band	Marks	AO1	Marks	AO2
4	4	• Thorough knowledge and understanding of the impact of partisanship on voting behaviour. • Evidence/examples used are well chosen. • Depth and range to material used. • Effective use of terminology.	10-12	• Thorough application of political knowledge of the impact of partisanship on voting behaviour. • Thorough interpretation of political information. • Thorough explanation of relevant similarities, differences and connections.
3	3	• Reasonable knowledge and understanding of the impact of partisanship on voting behaviour. • Evidence/examples used are appropriate. • Depth and range to material used, but not in equal measure. • Good use of terminology.	7-9	• Reasonable application of political knowledge of the impact of partisanship on voting behaviour. • Reasonable interpretation of political information. • Reasonable explanation of relevant similarities, differences and connections.
2	2	• Adequate knowledge and understanding of the impact of partisanship on voting behaviour. • Evidence/examples used are not always relevant. • Depth or range to material used. • Some appropriate use of terminology.	4-6	• Adequate application of political knowledge of the impact of partisanship on voting behaviour. • Adequate interpretation of political information. • Adequate explanation of relevant similarities, differences and connections.
1	1	• Limited knowledge and understanding of the impact of partisanship on voting behaviour. • Evidence/examples used are not made relevant. • Very little use of terminology.	1-3	• Limited application of political knowledge of the impact of partisanship on voting behaviour. • Limited interpretation of political information. • Limited explanation of relevant similarities, differences and connections.
	0	Response not creditworthy or not attempted.		

Section B

Question 3

Evaluate contemporary debates about the relevance of the Bill of Rights.　　　**[24]**

Indicative content

NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.

In discussing the Bill of Rights candidates are expected to demonstrate the ability to analyse the issue of its importance in contemporary American society. Candidates will construct arguments, make substantiated judgements and draw conclusions. In demonstrating this, candidates are required to give an answer which is focused on the importance of the Bill of Rights in contemporary America.

The response might consider issues such as:

Arguments for the contemporary relevance of the Bill of Rights:
- It is a key document for American citizens in ensuring protection for a range of rights.
- Discussion of specific amendments in the Bill of Rights and the fundamental protections that they offer citizens, e.g. 1st amendment – freedom of speech, press, assembly and religion with examples.
- The 10th Amendment as a means of ensuring the rights of states and federalism.
- The extent to which the Bill of Rights frustrates the federal and state governments from passing certain laws; a bulwark against potentially tyrannical government.
- The role of the Supreme Court in protecting the rights of citizens.
- Any other relevant material.

Arguments against the contemporary relevance of the Bill of Rights:
- The extent to which certain amendments in the Bill of Rights are ignored, e.g. according to some the 10th Amendment is superseded by the size and scope of federal government.
- Arguments relating to the relevance of certain amendments in contemporary society, e.g. 2nd Amendment.
- The perceived inability of the Supreme Court to uphold certain rights, legal protections and 'due process'.
- Discussion of rights that are protected even though they are not listed, e.g. privacy, and the role of the Supreme Court in protecting these rights.
- Any other relevant material.

Band	Marks	AO1	Marks	AO3
4	7-8	• Thorough knowledge and understanding of the relevance of the Bill of Rights in contemporary American society. • Evidence/examples used are well chosen. • Depth and range to material used. • Effective use of terminology.	13-16	• Thorough analysis and evaluation of the relevance of the Bill of Rights in contemporary American society. • Thorough discussion with well-developed and balanced arguments. • Structure is logical. • Writing demonstrates accurate grammar, punctuation and spelling. • An appropriate conclusion is reached based on evidence presented.
3	5-6	• Reasonable knowledge and understanding of the relevance of the Bill of Rights in contemporary American society. • Evidence/examples used are appropriate. • Depth and range to material used, but not in equal measure. • Good use of terminology.	9-12	• Reasonable analysis and evaluation of the relevance of the Bill of Rights in contemporary American society. • Reasonable discussion with well-developed and balanced arguments. • Structure is mostly logical. • Writing demonstrates reasonably accurate grammar, punctuation and spelling. • A reasonable conclusion is reached based on evidence presented.
2	3-4	• Adequate knowledge and understanding of the relevance of the Bill of Rights in contemporary American society. • Evidence/examples used are not always relevant. • Depth or range to material used. • Some appropriate use of terminology.	5-8	• Adequate analysis and evaluation of the relevance of the Bill of Rights in contemporary American society. • Adequate discussion with well-developed and balanced arguments. OR • Reasonable discussion with only one side of the argument. • Structure is adequate. • Writing demonstrates some errors in grammar, punctuation and spelling. • An adequate conclusion is reached.
1	1-2	• Limited knowledge and understanding of the relevance of the Bill of Rights in contemporary American society. • Evidence/examples used are not made relevant. • Very little use of terminology.	1-4	• Limited analysis and evaluation of the relevance of the Bill of Rights in contemporary American society. • Limited discussion. • Answer lacks structure. • Writing demonstrates many errors in grammar, punctuation and spelling. • No conclusion.
	0	Response not creditworthy or not attempted.		

Question 4

'The process of appointing Supreme Court justices is no longer fit for purpose.' Discuss.　　**[24]**

NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.

In discussing the judicial branch of the federal government, candidates are expected to demonstrate the ability to analyse and evaluate the process of appointing Supreme Court justices. Candidates will construct arguments, make substantiated judgements and draw conclusions. In demonstrating this, candidates are required to give an answer which is focused on the appointment process for Supreme Court justices and whether it is fit for purpose.

The response might consider issues such as:

Arguments that the process is no longer fit for purpose might include:
- Presidents have politicised the process by consistently choosing nominees who share their political views and judicial philosophy, e.g. Trump and Neil Gorsuch, Brett Kavanaugh and Amy Coney Barrett.
- The Senate Judiciary Committee has conducted hearings that focus on political issues such as abortion, the death penalty, gun control, rather than the judicial qualifications of nominees.
- The recent voting record of Senators in confirming appointments shows a clear tendency to vote along party lines thus undermining the idea of a shared and unifying Constitution, e.g. recent nominations of Sotomayor, Kagan, Gorsuch, Kavanaugh.
- The behaviour of the Senate Judiciary Committee when members of the President's party ask 'soft' questions' to a nominee.
- The behaviour of the Senate Judiciary Committee when members from the opposition party seek to attack the nominee on a range of personal issues. Critics label this strategy as 'search and destroy' rather than the 'advice and consent' expectation of the Constitution, e.g. Robert Bork.
- Length of time between nomination and confirmation has steadily grown in recent years leading to heightened and frenzied media coverage and sometimes non-confirmation, e.g. Merrick Garland.
- Some Presidents never have the opportunity to nominate a Supreme Court justice, e.g. Carter whilst others nominate more than one justice in a short time, e.g. Obama, Trump, Reagan.
- The process can be considered not fit for purpose given there are only 9 justices and they are not representative of the USA in terms of gender, sexuality, religion, race etc.
- Any other relevant material.

Arguments that the process is fit for purpose might include:
- The role of legal experts in the process; the American Bar Association guide to nominees is given from a legal perspective.
- Life tenure of justices means the process should be challenging and result in unsuitable nominees not completing the process, e.g. Harriet Miers.
- The Senate hearings provide a rare opportunity for the legislative branch to speak directly and publicly to prospective members of the Judicial branch.
- The significant powers of Judicial Review held by the Court means that the Senate has an obligation and responsibility to conduct thorough hearings on all prospective nominees.
- The role of the Supreme Court justice is a judicial one and they are appointed for their judicial knowledge.
- Justices serve for life and often do not make decisions that their appointing Presidents would expect, e.g. Earl Warren, Amy Coney Barrett.
- Any other relevant material.

Band	Marks	AO1	Marks	AO3
4	7-8	• Thorough knowledge and understanding of whether the process of appointing Supreme Court justices is fit for purpose. • Evidence/examples used are well chosen. • Depth and range to material used. • Effective use of terminology.	13-16	• Thorough analysis and evaluation of whether the process of appointing Supreme Court justices is fit for purpose. • Thorough discussion with well-developed and balanced arguments. • Structure is logical. • Writing demonstrates accurate grammar, punctuation and spelling. • An appropriate conclusion is reached based on evidence presented.
3	5-6	• Reasonable knowledge and understanding of whether the process of appointing Supreme Court justices is fit for purpose. • Evidence/examples used are appropriate. • Depth and range to material used, but not in equal measure. • Good use of terminology.	9-12	• Reasonable analysis and evaluation of whether the process of appointing Supreme Court justices is fit for purpose. • Reasonable discussion with well-developed and balanced arguments. • Structure is mostly logical. • Writing demonstrates reasonably accurate grammar, punctuation and spelling. • A reasonable conclusion is reached based on evidence presented.
2	3-4	• Adequate knowledge and understanding of whether the process of appointing Supreme Court justices is fit for purpose. • Evidence/examples used are not always relevant. • Depth or range to material used. • Some appropriate use of terminology.	5-8	• Adequate analysis and evaluation of whether the process of appointing Supreme Court justices is fit for purpose. • Adequate discussion with well-developed and balanced arguments. OR • Reasonable discussion with only one side of the argument. • Structure is adequate. • Writing demonstrates some errors in grammar, punctuation and spelling. • An adequate conclusion is reached.
1	1-2	• Limited knowledge and understanding of whether the process of appointing Supreme Court justices is fit for purpose. • Evidence/examples used are not made relevant. • Very little use of terminology.	1-4	• Limited analysis and evaluation of whether the process of appointing Supreme Court justices is fit for purpose. • Limited discussion. • Answer lacks structure. • Writing demonstrates many errors in grammar, punctuation and spelling. • No conclusion.
	0	Response not creditworthy or not attempted.		

Question 5

Analyse the view that the most significant constraint on the power of the US President is Congress. **[24]**

Indicative content

NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.

In discussing the power of the US President, candidates are expected to demonstrate the ability to analyse and evaluate the extent to which Congress is the most significant constraint on Presidential power. Candidates will construct arguments, make substantiated judgements and draw conclusions. In demonstrating this, candidates are required to give an answer which is focused on evaluating whether Congress is the most significant constraint on Presidential power.

The response might consider issues such as:

Arguments for Congress being the most significant constraint on the power of the US President:
- The many constitutional powers given to Congress over the Presidency through the system of checks and balances, e.g. Senate confirming appointments and ratifying treaties, House with the 'power of the purse', impeachment, veto override.
- The scenario of divided government leads to greater oversight of the Presidency from Congress, e.g. Obama's presidency after the mid-terms of 2010 was hindered by a Republican Congress, Democrats taking control of the House in 2018 meant greater scrutiny and constraint on Trump.
- The President is not the leader of his party in the Congress and therefore can lack control of his party in the Congress.
- Increased polarisation in American politics often leads to gridlock and a Presidency that's frustrated by Congressional oversight, 'the partisan Presidency'.
- Any other relevant material.

Arguments against the Congress being the most significant constraint on the power of the US President:
- Other factors are more significant in constraining the Presidency such as constitutional principles relating to popular sovereignty, federalism, judicial review.
- An assessment of occasions when the Congress has not provided healthy oversight of the executive branch; scenarios of united government where Congressional oversight is diluted for political gain, e.g. Bush and the Iraq War of 2003, the first two years of both the Obama and Trump presidencies where both enjoyed partisan support from Congress.
- Arguments relating to the ability of the Presidency to evade the constraints of Congress, the use of executive orders to bypass Congress, the potential of an Imperial Presidency.
- Ability of the Supreme Court to constrain Presidential power more effectively than Congress.
- Any other relevant material.

Band	Marks	AO1	Marks	AO3
4	7-8	• Thorough knowledge and understanding of Congress as the most significant constraint on the power of the US President. • Evidence/examples used are well chosen. • Depth and range to material used. • Effective use of terminology.	13-16	• Thorough analysis and evaluation of Congress as the most significant constraint on the power of the US President. • Thorough discussion with well-developed and balanced arguments. • Structure is logical. • Writing demonstrates accurate grammar, punctuation and spelling. • An appropriate conclusion is reached based on evidence presented.
3	5-6	• Reasonable knowledge and understanding of Congress as the most significant constraint on the power of the US President. • Evidence/examples used are appropriate. • Depth and range to material used, but not in equal measure. • Good use of terminology.	9-12	• Reasonable analysis and evaluation of Congress as the most significant constraint on the power of the US President. • Reasonable discussion with well-developed and balanced arguments. • Structure is mostly logical. • Writing demonstrates reasonably accurate grammar, punctuation and spelling. • A reasonable conclusion is reached based on evidence presented.
2	3-4	• Adequate knowledge and understanding of Congress as the most significant constraint on the power of the US President. • Evidence/examples used are not always relevant. • Depth or range to material used. • Some appropriate use of terminology.	5-8	• Adequate analysis and evaluation of Congress as the most significant constraint on the power of the US President. • Adequate discussion with well-developed and balanced arguments. OR • Reasonable discussion with only one side of the argument. • Structure is adequate. • Writing demonstrates some errors in grammar, punctuation and spelling. • An adequate conclusion is reached.
1	1-2	• Limited knowledge and understanding of Congress as the most significant constraint on the power of the US President. • Evidence/examples used are not made relevant. • Very little use of terminology.	1-4	• Limited analysis and evaluation of Congress as the most significant constraint on the power of the US President. • Limited discussion. • Answer lacks structure. • Writing demonstrates many errors in grammar, punctuation and spelling. • No conclusion.
	0	Response not creditworthy or not attempted.		

Section C

Question 6

Discuss the stability of the American system of government in the twenty first century.   **[40]**

Indicative content

NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.

In evaluating this viewpoint in this extended piece of writing, candidates are expected to demonstrate the ability to analyse and evaluate the stability of the American system of government in order to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this, candidates are required to give an answer which is focused on the American system of government and discussing the extent of its stability in the twenty first century.

The response might consider issues such as:

- The extent to which the US Constitution still provides a stable framework for the American system of government; checks and balances, separation of powers.
- A discussion on the stability of liberal ideas in today's America, which are fundamental to the American system of government.
- The modern polarisation amongst political parties and the rise of political factions within the US electorate with a focus on the threat that this offers to the American system of government; authoritarianism, partisanship, Congressional gridlock.
- The successes and failures of American political parties in providing stability to the modern democracy.
- Discussion around the Bill of Rights and the extent to which the Supreme Court's use of Judicial Review is destabilising for citizens. There has been an inability over decades to resolve basic and fundamental issues around gun rights, abortion rights, health care which are damaging for the American system of government. Alternatively, these arguments could be seen as a sign of a healthy, vibrant democracy.
- The stability that the Supreme Court provides through interpretive amendments that modernise the Constitution for contemporary American life.
- The role of social media in influencing voting behaviour with the renewed focus on fake news and the polarisation of US media as a destabilising influence on the American system of government.
- The potential inability of America to hold free and fair elections with the growing influence of money and media on voting behaviour.
- The enduring stability of ideas such as limited government and the social contract that are a basis for American democracy.
- The stability provided by the federal ideas within the Constitution that provides a solid basis for federal-state relations.
- The modern debate around the voting rights of citizens with the alleged deliberate disenfranchising of US citizens at election time as a threat to the stability of the American system of government.
- The volatility of populism and the potential of the US Presidency to transcend constitutional limitations.
- Differential turnout and the low level of political participation amongst certain groups as a feature of an unstable democracy.
- Any other relevant material.

Band	Marks	AO1	Marks	AO2	Marks	AO3
4	10-12	• Thorough knowledge and understanding of the stability of the American system of government in the twenty first century. • Evidence/examples used are well chosen. • Depth and range to material used. • Effective use of terminology.	11-14	• Thorough application of the stability of the American system of government in the twenty first century. • Thorough interpretation of political information. • Thorough explanation of relevant similarities, differences and connections between the political theories.	11-14	• Thorough analysis and evaluation of the stability of the American system of government in the twenty first century. • Thorough discussion with well-developed and balanced arguments. • Structure is logical. • Writing demonstrates accurate grammar, punctuation and spelling. • An appropriate conclusion is reached based on evidence presented.
3	7-9	• Reasonable knowledge and understanding of the stability of the American system of government in the twenty first century. • Evidence/examples used are appropriate. • Depth and range to material used, but not in equal measure. • Good use of terminology.	7-10	• Reasonable application of the stability of the American system of government in the twenty first century. • Reasonable interpretation of political information. • Reasonable explanation of relevant similarities, differences and connections.	7-10	• Reasonable analysis and evaluation of the stability of the American system of government in the twenty first century. • Reasonable discussion with well- developed and balanced arguments. • Structure is mostly logical. • Writing demonstrates reasonably accurate grammar, punctuation and spelling. • A reasonable conclusion is reached based on evidence presented.

Band	Marks	AO1	Marks	AO2	Marks	AO3
2	4-6	• Adequate knowledge and understanding of the stability of the American system of government in the twenty first century. • Evidence/examples used are not always relevant. • Depth or range to material used. • Some appropriate use of terminology.	4-6	• Adequate application of the stability of the American system of government in the twenty first century. • Adequate interpretation of political information. • Adequate explanation of relevant similarities, differences and connections.	4-6	• Adequate analysis and evaluation of the stability of the American system of government in the twenty first century. • Adequate discussion with well-developed and balanced arguments. OR • Reasonable discussion with only one side of the argument. • Structure is adequate. • Writing demonstrates some errors in grammar, punctuation and spelling. • An adequate conclusion is reached.
1	1-3	• Limited knowledge and understanding of the stability of the American system of government in the twenty first century. • Evidence/examples used are not made relevant. • Very little use of terminology.	1-3	• Limited application of the stability of the American system of government in the twenty first century. • Limited interpretation of political information. • Limited explanation of relevant similarities, differences and connections.	1-3	• Limited analysis and evaluation of the stability of the American system of government in the twenty first century. • Limited discussion. • Answer lacks structure. • Writing demonstrates many errors in grammar, punctuation and spelling. • No conclusion.
	0	Response not creditworthy or not attempted.				