



Additional Assessment Materials  
Summer 2021

Pearson Edexcel A Level in Politics  
9LP0 3A

Resource Set 2 Comparative Politics - USA:  
Comparative Theories

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Additional Assessment Materials, Summer 2021

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## General guidance to Additional Assessment Materials for use in 2021

### Context

- Additional Assessment Materials are being produced for GCSE, AS and A levels (with the exception of Art and Design).
- The Additional Assessment materials presented in this booklet are an **optional** part of the range of evidence you may use when deciding on a candidate's grade.
- 2021 Additional Assessment Materials have been drawn from previous examination materials, namely past papers.
- Additional Assessment Materials have come from past papers both published (those materials available publicly) and unpublished (those currently under padlock to our centres) presented in a different format to allow you to adapt them to use with your candidates.

### Purpose

- The purpose of this resource to provide qualification-specific sets/groups of questions covering the knowledge, skills and understanding relevant to this Pearson qualification.
- This document should be used in conjunction with the mapping guidance which will map content and/or skills covered within each set of questions. The mapping guidance will also highlight where the question originally came from to allow you to access further support materials (mark schemes, examiner reports).
- Use of these assessment materials will assist you in assessing candidates' current performance in areas not assessed elsewhere. Their use will also provide an extra opportunity for candidates to demonstrate their performance at the end of their course of study.
- Specific guidance relating to this selection of material for this subject is detailed below.
- These materials are only intended to support the summer 2021 series.

### Subject Specific Guidance

Indicative content in the mark schemes reproduced was reflective of current affairs at the time of the original examination and has not been updated; some limited updating by centres may be appropriate. Contemporary information which is relevant to the question must be rewarded.

**9PL0: Comparative Politics - USA**

**Paper 3A, Section B**

**Sample Assessment Materials**

**2** Analyse the differences in party unity in the US and in the UK.

*In your answer you must consider the relevance of a least one comparative theory.*

**(12)**

## **General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question number	Indicative content
2	<p><b>A01 (6 marks), A02 (6 marks)</b></p> <p>This question requires candidates to draw on their knowledge and understanding of the USA, including comparative theories and UK politics (A01) and this will be used by candidates to underpin their analysis (A02). A02 requires candidates to develop their answers showing analytical skills to address the question – such responses will be underpinned by their use of knowledge and understanding.</p> <p><b>Candidates may demonstrate the following knowledge and understanding (A01) when examining party unity in the US and UK:</b></p> <ul style="list-style-type: none"> <li>• in the UK, the party controls the career of an individual MP through selection and deselection; in the USA the state has a greater control over the career of a Congressman due to primaries and caucuses</li> <li>• the US has far greater diversity than the UK, meaning the parties there have much broader ideological bases than the UK parties, representing more varied points of view</li> <li>• the US parties have more clearly identified factions than the UK parties, representing different ideological wings of the party</li> <li>• the role of the whips in UK parties is much stronger in ensuring party unification than the whips in US parties.</li> </ul> <p><b>Candidates may refer to the following analytical points (A02) when examining party unity in the US and UK:</b></p> <ul style="list-style-type: none"> <li>• party unity is stronger in the UK because for those politicians who wish to retain their seat, loyalty to their party is crucial to selection and for career advancement. In the USA, politicians are more loyal to their state than their party, diminishing party unity</li> <li>• in representing a larger and more diverse nation, US politicians have a far greater range of views to advance, resulting in a less ideologically coherent party; the smaller size and limited diversity of the UK allows for greater party unity in voting</li> <li>• the existence of factions in both countries suggests a lack of unity, however the voting alignment of US party factions is much more reliable than the UK factions</li> <li>• for MPs who wish to rebel against their party, the role and power of the whips allow for enforced party unity. However, in the USA, the lack of power the whips have allows for members to freely represent their constituency with little fear of repercussion.</li> </ul> <p><b>Candidates may refer to the following when analysing rational theory:</b></p> <ul style="list-style-type: none"> <li>• USA – self-interested members serve constituencies more than the party because of state powers over elections, therefore they can rebel against their party but retain their place in Congress</li> <li>• UK – self-interested members serve the party as it controls their career and therefore they support their party if they wish to gain advancement.</li> </ul> <p><b>Candidates may refer to the following when analysing cultural theory:</b></p> <ul style="list-style-type: none"> <li>• USA – parties are 'broad churches' and therefore there is likely to be a wide range of views within them, especially given the diversity of the USA</li> <li>• UK – the parties have a much clearer identity and MPs are often elected on a party basis rather than a personal basis, they are therefore expected to vote with their party.</li> </ul>

Question number	Indicative content
<b>2 (contd)</b>	<p><b>Candidates may refer to the following when analysing structural theory:</b></p> <ul style="list-style-type: none"> <li>• USA – the whips in the USA are much weaker and have little power to control members, therefore allowing for more rebellion</li> <li>• UK – the whips in the UK hold a great deal of power to enforce party discipline and therefore rebellion is less common.</li> </ul> <p>Candidates who refer to one named country cannot achieve beyond Level 1.</p> <p>Candidates who do not make any comparative theory points cannot achieve beyond Level 3.</p> <p>Accept any other valid responses.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis. Makes limited comparative theory points (AO1).</li> <li>• Limited analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences within aspects of politics, which make simplistic connections between ideas and concepts (AO2).</li> </ul>
Level 2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis. Makes some relevant comparative theory points (AO1).</li> <li>• Some comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences within aspects of politics, which make some relevant connections between ideas and concepts (AO2).</li> </ul>
Level 3	7–9	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis. Makes relevant comparative theory points (AO1).</li> <li>• Mostly focused analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences within aspects of politics, which make mostly relevant connections between ideas and concepts (AO2).</li> </ul>
Level 4	10–12	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis. Makes cohesive comparative theory points (AO1).</li> <li>• Consistent analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and/or differences within aspects of politics, which make relevant connections between ideas and concepts (AO2).</li> </ul>

**9PL0: Comparative Politics - USA**

**Paper 3A, Section B**

**Specimen Papers**

- 2** Analyse how independent the Supreme Courts are in the USA and the UK.

*In your answer you must consider the relevance of at least one comparative theory.*

**(12)**



## **General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

**Guidelines for Question 2****AO1 (6 marks), AO2 (6 marks)**

This question requires candidates to draw on their knowledge and understanding of the USA, including comparative theories and UK politics (AO1) and this will be used by candidates to underpin their analysis (AO2). AO2 requires candidates to develop their answers showing analytical skills to address the question – such responses will be underpinned by their use of knowledge and understanding.

Candidates who refer to only one country cannot achieve marks beyond Level 1.

**Candidates who do not make any comparative theory points cannot achieve beyond Level 3.**

Question number	AO1 (6 Marks)	AO2 (6 Marks)
2	<p><b>Candidates may demonstrate the following knowledge and understanding (AO1) when examining Supreme Court independence in the US and the UK (but accept any other valid responses):</b></p> <ul style="list-style-type: none"> <li>in both countries, there is a separation of powers between the Supreme Court and the legislative and executive branches- this is explicitly defined in the US Constitution and enshrined in legislation in the UK in the 2005 Constitutional Reform Act</li> <li>the US Constitution clearly outlines the checks and balances on the Supreme Court, but in the UK this is not formally entrenched</li> <li>Neither country's Supreme Court can be directly</li> </ul>	<p><b>Candidates may refer to the following analytical points (AO2) when examining Supreme Court independence in the US and UK (but accept any other valid responses):</b></p> <ul style="list-style-type: none"> <li>this allows the courts in both countries to operate without fear of interference by the other branches, although the appointments process in both countries does allow the potential for the executive to try to influence the conservative/liberal stance of the court- in the US in particular, e.g. Garland's nomination by Obama, Gorsuch's nomination by Trump</li> <li>the US Constitution, in theory, prevents the US Supreme Court from being dominated by legislative or executive influence, and also from being over-powerful e.g. appointments process can influence makeup of court; the UK Supreme Court, however, is theoretically more subject to influence as the appointments process is less well scrutinised, and can be altered without a</li> </ul>
2 (cont'd)	<p>overruled or have decisions overturned by lower courts or the legislature or executive</p> <ul style="list-style-type: none"> <li>the US Supreme Court is the highest court in the land and cannot be overruled by any other court, but the UK's membership of the EU allows UK Supreme Court rulings to be challenged in the EU Court of Justice and in the European Court of Human Rights (on ECHR cases only)</li> </ul> <p><b>Candidates may refer to the following when considering structural theory:</b></p> <ul style="list-style-type: none"> <li>USA - the Constitution provides a much more formalised system of government</li> <li>UK - has a more informal constitution</li> <li>Both- a system of checks and balances exists in each country to limit the powers of the Supreme Court</li> </ul> <p><b>Candidates may refer to the following when considering cultural theory:</b></p> <ul style="list-style-type: none"> <li>USA - the Supreme Court can choose which cases to hear</li> <li>UK - there is less fear of initiating a constitutional crisis</li> </ul>	<p>formal constitutional amendment</p> <ul style="list-style-type: none"> <li>this allows both Supreme Courts to make rulings based on their interpretation of the law and precedence rather than considering potential appeals; however, rulings in both countries can be overcome by new legislation or executive orders and constitutional amendments (US only).</li> <li>this makes the US Supreme Court more sovereign than the UK, as it cannot be overruled except by decisions made by later courts e.g. <i>Citizens United vs Federal Electoral Commission in 2010</i> partially overruled <i>McConnell vs FEC 2003</i> whereas the UK can and is overruled more often by appeals to European courts e.g. over the issue of allowing prisoners to vote in 2004 (<i>Hirst vs United Kingdom</i> in the European Court of Human Rights)</li> </ul> <p><b>Candidates may refer to the following when analysing structural theory:</b></p> <ul style="list-style-type: none"> <li>This means that the structure of the US system of government determines the powers and checks on the Supreme Court and its appointments and rulings</li> <li>This allows the UK more flexibility in the judicial system overall</li> <li>This means that each country's Supreme Court's rulings can ultimately be overcome with the passage of new legislation or an executive order (US only) that addresses the point of law featured in the ruling</li> </ul> <p><b>Candidates may refer to the following when analysing cultural theory:</b></p> <ul style="list-style-type: none"> <li>The US Supreme Court has, therefore, been accused of only hearing cases that are clear on points of law to avoid constitutional clashes, and often avoids controversial issues- referring them back to lower courts as state-based issues. This</li> </ul>
2 (cont'd)	<p>and so the Supreme Court is more likely to hear cases from a wide range of social and political issues</p> <p><b>Accept any other valid responses.</b></p>	<p>does vary over time, however e.g. <i>Texas V Johnson</i> (flag-burning)</p> <ul style="list-style-type: none"> <li>This means the UK Supreme Court is more likely to consider ruling against the government or making a declaration of incompatibility if legislation in cases brought forward is incompatible with the ECHR e.g. in January 2017 the Supreme Court ruled that Parliament must be given a vote before Article 50 was triggered</li> </ul> <p><b>Accept any other valid responses.</b></p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis (AO1).</li> <li>• Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences within aspects of politics, which make simplistic connections between ideas and concepts (AO2).</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences within aspects of politics, which make some relevant connections between ideas and concepts (AO2).</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis (AO1).</li> <li>• Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences within aspects of politics, which make mostly relevant connections between ideas and concepts (AO2).</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>• Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1).</li> <li>• Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and/or differences within aspects of politics, which make relevant connections between ideas and concepts (AO2).</li> </ul>

**9PL0: Comparative Politics - USA**

**Paper 3A, Section B**

**Summer 2019**

- 2** Analyse the different legislative powers of the UK Parliament and the US Congress.

*In your answer you must consider the relevance of at least one comparative theory.*

**(12)**

## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
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- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

### Guidelines for Question 2

AO1 (6 marks), AO2 (6 marks)

This question requires candidates to draw on their knowledge and understanding of the USA, including comparative theories and UK politics (AO1) and this will be used by candidates to underpin their analysis (AO2). AO2 requires candidates to develop their answers showing analytical skills to address the question – such responses will be underpinned by their use of knowledge and understanding.

Candidates who refer to only one country cannot achieve beyond Level 1.

Candidates who do not make any comparative theory points cannot achieve Level 4.

Question number	AO1 (6 Marks)	AO2 (6 Marks)
2	<p>Candidates may demonstrate the following knowledge and understanding (AO1) when analysing the different legislative powers of the UK Parliament and the US Congress (but accept any other valid responses):</p> <ul style="list-style-type: none"> <li>• The US Congress is considered to have more significant legislative powers than the UK Parliament as it has more independence from the executive due to separation of powers</li> <li>• Legislative power is shared equally between the US chambers, but the House of Lords in the UK is considered to be a revising chamber rather than playing an equivalent legislative role to the House of Commons</li> </ul>	<p>Candidates may refer to the following analytical points (AO2) when analysing the different legislative powers of the UK Parliament and the US Congress (but accept any other valid responses):</p> <ul style="list-style-type: none"> <li>• The US Congress has legislative powers explicitly granted in Article I of the US Constitution, unlike the UK Parliament, and can overturn any presidential veto over legislation- this power is not available to the UK Parliament</li> <li>• This means that the power of the House of Lords in particular is more limited when proposing, amending or blocking legislation, as the Lords can only delay legislation for up to one year and can ultimately be overruled by the House of Commons. However, the chambers of Congress must both agree legislative proposals and amendments before they can be passed, and neither house can overrule the other</li> </ul>

<ul style="list-style-type: none"> <li>The US Congress has more control over financial legislation than the UK Parliament</li> <li>The US Congress ability to pass legislation is hampered by gridlock more often than the UK Parliament because of the separation of powers</li> </ul> <p><b>Candidates may refer to the following when considering structural theory:</b></p> <ul style="list-style-type: none"> <li>US Constitution is codified with explicit powers for each House, unlike the UK</li> </ul> <p><b>Candidates may refer to the following when considering rational theory:</b></p> <ul style="list-style-type: none"> <li>Prime Minister can use these systems to dominate the legislative process, while a president experiencing divided government may experience gridlock</li> </ul> <p><b>Candidates may refer to the following when considering cultural theory:</b></p>	<ul style="list-style-type: none"> <li>While bills raising revenue always begin in the House of Representatives, the Senate also has the power to amend and pass such bills, whereas the House of Lords cannot introduce money bills or delay them for more than one month</li> <li>The separation of powers in the US means that both houses must agree on the format of a bill before it can be passed to the president for signing, and also means that the US president is reliant on the US Congress to introduce and debate their legislative programme. With divided government,-- this becomes more difficult and can lead to gridlock e.g. in 2013 there was a federal government shutdown. The UK Parliament, however, rarely suffers from this kind of division and gridlock because of the fusion of powers that allows the government to dominate the legislative process through the party system</li> </ul> <p><b>Candidates may refer to the following when considering structural theory:</b></p> <ul style="list-style-type: none"> <li>The US House of Representatives and Senate have explicit powers over key areas which allows them to dominate key legislative policy areas such as domestic policy (the House) or foreign policy (the Senate), whereas both Houses of Parliament are expected to deal with all issues</li> </ul> <p><b>Candidates may refer to the following when considering rational theory:</b></p> <ul style="list-style-type: none"> <li>Individual prime ministers can use individual popularity with the electorate or their party along with strong majorities to persuade parliament to pass legislative programmes- as in the case of Blair- whereas US president who have divided governments may struggle to pass legislation even with individual popularity e.g. Obama</li> </ul> <p><b>Candidates may refer to the following when considering cultural theory:</b></p> <ul style="list-style-type: none"> <li>This means that the UK executive can reasonably expect to pass the majority of their legislation, despite opposition, particularly with a strong</li> </ul>
<ul style="list-style-type: none"> <li>Party systems are stronger in the UK than the US</li> </ul> <p><b>Accept any other valid responses.</b></p>	<p>parliamentary majority, whereas US presidents are reliant on party leaders within Congress for support e.g. Trump has struggled to repeal or reform Obamacare despite his party controlling both houses</p> <p><b>Accept any other valid responses.</b></p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis (AO1).</li> <li>Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences within aspects of politics, which make simplistic connections between ideas and concepts (AO2).</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1).</li> <li>Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences within aspects of politics, which make some relevant connections between ideas and concepts (AO2).</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis (AO1).</li> <li>Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences within aspects of politics, which make mostly relevant connections between ideas and concepts (AO2).</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1).</li> <li>Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and/or differences within aspects of politics, which make relevant connections between ideas and concepts (AO2).</li> </ul>

**9PL0: Comparative Politics - USA**

**Paper 3A, Section B**

**Autumn 2020**

- 2** Analyse how united the main political parties are in the USA and the UK.

*In your answer, you must consider the relevance of at least one comparative theory.*

**(12)**

## **General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
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- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.



## Guidelines for Question 2

### AO1 (6 marks), AO2 (6 marks)

This question requires candidates to draw on their knowledge and understanding of the USA, including comparative theories and UK politics (AO1) and this will be used by candidates to underpin their analysis (AO2). AO2 requires candidates to develop their answers showing analytical skills to address the question – such responses will be underpinned by their use of knowledge and understanding.

Answers which focus exclusively on similarities (bipartisanship) or differences BETWEEN parties rather than WITHIN them are unlikely to exceed a low level 2 mark.

Candidates who refer to only one country cannot achieve beyond Level 1.

Candidates who do not make any comparative theory points cannot achieve Level 4.

Question number	AO1 (6 Marks)	AO2 (6 Marks)
2	<p><b>Candidates may demonstrate the following knowledge and understanding (AO1) of how united the main political parties are in the USA and the UK:</b></p> <ul style="list-style-type: none"> <li>UK parties tend to vote together on most issues because of stronger party discipline</li> <li>US parties will unite more often around core ideological goals or fundamental policies such as abortion</li> </ul>	<p><b>Candidates may refer to the following analytical points (AO2) of how united the main political parties are in the USA and the UK:</b></p> <ul style="list-style-type: none"> <li>There are deep ideological divisions with UK parties over issues which also divide UK society, e.g. Brexit</li> </ul>

	<ul style="list-style-type: none"> <li>Parties in both countries are more likely to be united at conference/national party conventions</li> <li>Parties in the US and the UK have organised leadership within Parliament/Congress to organise party business and facilitate support for/in opposition to prime ministerial/presidential agendas</li> <li>Partisanship has grown in the US in recent years to more closely resemble the UK model in voting patterns in Congress</li> </ul> <p><b>Rational theory:</b></p> <ul style="list-style-type: none"> <li>Factions appear and disappear in relation to changes in society</li> <li>Unity can also depend on key individuals within the party</li> </ul> <p><b>Structural theory:</b></p>	<ul style="list-style-type: none"> <li>US parties are also deeply divided over key issues - often social issues - such as abortion and gun control, which prevents a coordinated approach to policy</li> <li>US parties are broad coalitions rather than formal organised structures like the UK model, which makes party discipline weaker and a coherent approach to policy weaker</li> <li>US parties tend to only meet nationally at national party conventions - which are more about choosing presidential candidates than formulating policy</li> <li>Within both the UK and the US individuals are becoming more outspoken and acting 'outside' the party line, particularly on divisive issues, e.g. Jacob Rees-Mogg in the UK</li> </ul> <p><b>Rational theory:</b></p> <ul style="list-style-type: none"> <li>Factions can also affect parties' chances of formulating coordinated responses to key issues and policies, e.g. Momentum has deeply divided the modern Labour Party</li> <li>This can also affect the role of individuals in parties if factions coalesce around key individuals who are divisive</li> </ul>
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	<ul style="list-style-type: none"> <li>Layout of Parliament and organisation of parliamentary business encourages party coordination and unity in the UK</li> </ul> <p><b>Cultural theory:</b> UK historically has focused on parties; parties coordinate more closely on manifestoes and campaigning than in the US</p>	<p><b>Structural theory:</b></p> <ul style="list-style-type: none"> <li>US Constitution and system of federalism discourages/prevents effective party unity</li> </ul> <p><b>Cultural theory:</b> US society tends to focus on individuals rather than parties; lack national manifestoes and coordinated policy agendas</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis (AO1).</li> <li>Limited comparative analysis of aspects of politics with partial, logical chains of reasoning, referring to similarities and/or differences within aspects of politics, which make simplistic connections between ideas and concepts (AO2).</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis (AO1).</li> <li>Some emerging comparative analysis of aspects of politics with some focused logical chains of reasoning, referring to similarities and/or differences within aspects of politics, which make some relevant connections between ideas and concepts (AO2).</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis (AO1).</li> <li>Mostly focused comparative analysis of aspects of politics with focused, logical chains of reasoning, drawing on similarities and/or differences within aspects of politics, which make mostly relevant connections between ideas and concepts (AO2).</li> </ul>
Level 4	10-12	<ul style="list-style-type: none"> <li>Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1).</li> </ul>