



Additional Assessment Materials
Summer 2021

Pearson Edexcel A Level in Politics
9LP0 3A

Resource Set 1 Comparative Politics - USA:
Comparison of Institutions

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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- Additional Assessment Materials have come from past papers both published (those materials available publicly) and unpublished (those currently under padlock to our centres) presented in a different format to allow you to adapt them to use with your candidates.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 A

Specimen Papers

EITHER

- 1** (a) Examine the ways in which the US and the UK Constitutions are similar. (12)

OR

- (b) Examine the factors that create a two-party dominance both in the US and in the UK. (12)

(Total for Question 1 = 12 marks)

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
1(a)	<p>AO1 (6 marks), AO2 (6 marks)</p> <p>This question requires candidates to draw on their knowledge and understanding of the USA 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.</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) when examining similarities between the two Constitutions:</p> <ul style="list-style-type: none"> • federalism in the USA ensures states' rights, for example Amendment X. Devolution in the UK has given considerable power to countries within the Union, for example Scotland and tax • the USA has strict separation of powers between Congress, President and Supreme Court, for example Obama resigning as a Senator to take on the presidency. The UK has increasing separation of powers in recent years, for example the formation of the Supreme Court in 2005 • the USA's Constitution is written in 7,000 words in one document. The UK is written across a range of sources such as Statute Law, for example the Constitutional Reform Act • the US protects rights through the Bill of Rights and the role of the Supreme Court, for example the case of <i>Obergefell vs Hodges</i>. The UK protects rights through statute law, for example the Human Rights Act, and membership of the Council of Europe • the USA's Constitution can be amended through the Article 5 amendment process or the Supreme Court's interpretive amendments. The UK Constitution can be amended through new statute law or new convention, for example the Fixed Term Parliament Act 2011. <p>Candidates are may refer to the following analytical points (AO2) when examining the similarities between the two Constitutions:</p> <ul style="list-style-type: none"> • both Constitutions have some dispersal of power from the central government to more local levels of politics, which allow regions to decide on issues that affect them directly, rather than directives from central government • both Constitutions have some level of separation of powers of the three branches of government, executive, legislative and judiciary, which allows for greater checks and balances across branches of government • both Constitutions are largely written down and therefore accessible to lawmakers and the courts, providing some level of clarity over the operation and powers of government and citizens' rights • both Constitutions have a level of protection of the civil rights of citizens of their country and both are judiciable by courts in order to ensure these rights are upheld • both Constitutions can be amended/changed, which allows them to adapt and evolve with the modern times, ensuring it remains relevant to each country. <p>Candidates who refer to only one Constitution cannot achieve beyond Level 1.</p> <p>Accept any other valid responses.</p>

Question number	Indicative content
1(b)	<p>AO1 (6 marks), AO2 (6 marks)</p> <p>This question requires candidates to draw on their knowledge and understanding of the USA 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.</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) when examining factors that create two-party dominance:</p> <ul style="list-style-type: none"> • third parties have only limited success as they fail to gain the necessary support from the electorate in the long term – for example UKIP in the UK and the Tea Party in the USA • competing ideologies do co-exist within the main parties: in the UK there are both Euro-sceptics and Europhiles in parties, and in the USA there are both pro- and anti-gun Democrats • the threat posed by third parties often provokes a reaction in the main parties – the Republican Party in the USA responded to the threat of the Tea Party by moving right, as seen with the rebellion against Boehner, and the Conservatives in the UK promised an EU referendum in response to the threat of UKIP • many MPs/Congressmen are simply re-elected, which limits the chances of any other parties. In the USA, 95% of the House of Representatives was re-elected in 2014, and in the UK, where the MP Ken Clarke has served his constituency since 1970 • the expense of elections is difficult for third parties – in the USA the 2008 election topped \$1bn for the first time and the UK 2015 election cost approximately £46m. <p>Candidates may refer to the following analytical points (AO2) when examining factors that create two-party dominance:</p> <ul style="list-style-type: none"> • both countries use first past the post which lends itself to a two-party system because of the need to have a plurality of votes and a majority of seats to form government. Third parties struggle to gain the level of necessary support to gain even a chance of forming government or gaining power • both have parties that are wide ranging in beliefs, and ideologies that retain largely mass appeal, meaning that third parties often struggle to create policy that offers something different to the electorate • the main parties in both countries tend to co-opt policies where a third party has gained popularity, meaning that any support they did gain often drifts back to the major parties once they adopt similar policies • the incumbent candidate has a large advantage over competitors, their name recognition and the funding opportunities this brings makes it difficult for third parties to compete effectively • in order to run an effective election, it remains necessary to have considerable finances and only the major parties can manage this level of funding. <p>Candidates who refer to only one named country cannot achieve beyond Level 1.</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"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis (AO1). • 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).
Level 2	4–6	<ul style="list-style-type: none"> • 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). • 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).
Level 3	7–9	<ul style="list-style-type: none"> • 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). • 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).
Level 4	10–12	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1). • 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).

9PL0: Comparative Politics - USA

Paper 3A, Section A

Specimen Paper

Answer ONE question from EITHER Question 1(a) OR Question 1(b).

EITHER

- 1** (a) Examine the ways in which the US House of Representatives differs from the UK House of Commons.

(12)

OR

- (b) Examine the ways in which US presidents and UK prime ministers may seek to influence legislation.

(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	AO1 (6 Marks)	AO2 (6 Marks)
1(a)	<p>Candidates may demonstrate the following knowledge and understanding (AO1) when examining differences between the House of Representatives and the House of Commons:</p> <ul style="list-style-type: none"> • the USA has strict separation of powers between Congress, President and Supreme Court- this includes powers that are specific to the House of Representatives rather than the Senate and vice versa, whereas the UK has fusion of powers between each branch of government and so both are expected to have similar powers with no specific exclusions for the House of Commons • the US Constitution has specifically defined roles for the House of Representatives that govern its operation and the relationship between the two legislative chambers, whereas the UK Constitution is unentrenched and so the role of the House of Commons has evolved over time • the nominal head of the House of Representatives is the 	<p>Candidates may refer to the following analytical points (AO2) when examining the similarities between the two Houses:</p> <ul style="list-style-type: none"> • Separation of powers means that there are areas of policy where the House of Representatives can act independently such as initiating revenue bills, but is constitutionally prevented from acting on Senate exclusive powers such as ratifying treaties, whereas there is no such limit on the House of Commons, as it is considered the dominant chamber in Parliament due to the unelected nature of the House of Lords • the House of Representatives is more closely tied to its defined role than the House of Commons, which can be adapted to fit the political circumstances e.g. investigation of MPs' expenses, setting up the Liaison Committee to scrutinise the prime minister • the House of Representatives is more able to introduce legislation on an individual rather than a party basis, whereas
1(a) (cont'd)	<p>Speaker, while the head of the House of Commons is also the head of the executive, the Prime Minister</p> <ul style="list-style-type: none"> • the House of Representatives is elected more frequently- every two years- with a broad base of electors, whereas the House of Commons is elected every five years with a much narrower base of electors • the House of Representatives has a much weaker party discipline system than the House of Commons, where voting is largely along party lines due to the whip system <p>Accept any other valid responses.</p>	<p>the House of Commons tends to be dominated by the governing party's agenda</p> <ul style="list-style-type: none"> • the business of the House of Representatives tends to be more focused on local rather than national issues, as re-election is foremost in Congressmen's minds, whereas the House of Commons has longer terms of office which allow MPs more time to examine issues that arise • the House of Representatives is theoretically more able to work on collegiate lines, with individual Congressmen or caucuses campaigning to pass legislation rather than following a dominant party manifesto, which can lead to gridlock, unlike the House of Commons which generally works and votes along party lines and is more likely to pass government policies if the governing party has a majority <p>Accept any other valid responses.</p>

Question number	AO1 (6 Marks)	AO2 (6 Marks)
1(b)	<p>Candidates may demonstrate the following knowledge and understanding (AO1) when examining the ways in which US presidents and UK prime ministers may seek to influence legislation:</p> <ul style="list-style-type: none"> The US president also announces the year's legislative programme in the State of the Union address. UK prime ministers are responsible for drafting the Queen's Speech at the start of each new Parliament, where the legislative programme is set out for the year. The US president has no direct influence over the introduction of legislation in Congress, whereas the UK prime minister can directly introduce legislation at any 	<p>Candidates may refer to the following analytical points (AO2) when examining the ways in which US presidents and UK prime ministers may seek to influence legislation:</p> <ul style="list-style-type: none"> UK Queen's Speech forms the basis of the government's legislative programme, and take priority in determining the business of the day in the UK Parliament, whereas the State of the Union address sets out the president's preferred legislative priorities- he is reliant on Congress to actually introduce his suggested ideas as legislation The separation of powers in the US gives Congress priority over legislation rather than the president, with the president

1 (b) (cont'd)	<p>time</p> <ul style="list-style-type: none"> The role of the UK prime minister as leader of the majority party governing the House of Commons gives him/her more access to bargaining tools with MPs over proposed legislation, whereas the separation of powers in the US limits this power The UK prime minister can also reward MPs who are seen to be cooperating with his/her ideology and legislative programme, whereas the US president is prevented from doing so by the Constitution The US president has access to a large executive body of organisations that can help draft legislation and negotiate with Congressmen over legislation, whereas the UK prime minister is more reliant on Parliament to carry out this role <p>Accept any other valid responses.</p>	<p>given a veto over legislation instead, whereas the fusion of powers in the UK means that the UK prime minister takes the lead on legislation and has no veto</p> <ul style="list-style-type: none"> The UK prime minister can use the whip system to discipline MPs who refuse to follow party lines, whereas the whip system in the US is weaker and used by party leaders in the two Houses rather than by the US president, who must rely on his power of persuasion instead The UK prime minister can use patronage to offer his party MPs potential promotion in the Cabinet if they cooperate on legislation, whereas the US president is forbidden to appoint elected representatives to his Cabinet so cannot use this as an incentive to support his legislation The US president's Executive Office gives him access to more expertise and more individual specialists whose role is to help draft and negotiate legislation, which can be more influential than the UK prime minister- while the UK prime minister does have an increasing number of advisers, he is more reliant on the cooperation of MPs and Lords in Parliament to draft, amend and agree legislation s/he proposed <p>Accept any other valid responses.</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis (AO1). • 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).
Level 2	4–6	<ul style="list-style-type: none"> • 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). • 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).
Level 3	7–9	<ul style="list-style-type: none"> • 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). • 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).
Level 4	10–12	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1). • 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).

9PL0: Comparative Politics - USA

Paper 3A, Section A

Summer 2019

EITHER

- 1** (a) Examine how interest groups in the USA are more effective at protecting civil rights than pressure groups in the UK. (12)

OR

- (b) Examine how devolution in the UK differs from federalism in the USA. (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	AO1 (6 Marks)	AO2 (6 Marks)
1(a)	<p>Candidates may demonstrate the following knowledge and understanding (AO1) when examining the ways in which interest groups in the USA are more effective at protecting civil rights than pressure groups in the UK.</p> <ul style="list-style-type: none"> US interest groups have more access points than UK pressure groups due to the federalist system of government US interest groups are more able and more likely to make use of the federal court system than UK pressure groups because they can use <i>amicus curiae</i> and have been very successful in the past, particularly in civil rights cases US interest groups are more able to make direct links with US members of congress and the executive through iron triangle networks whereas this is more regulated in the UK through the Register of Members' Interests 	<p>Candidates may refer to the following analytical points (AO2) when examining the ways in which interest groups in the USA are more effective at protecting civil rights than pressure groups in the UK.</p> <ul style="list-style-type: none"> This allows US interest groups more opportunities to raise civil rights issues and potentially have impact on policy because they can operate on a national level with the US Congress as well as at state level because the US Constitution reserves many areas of policy for state governments to deal with, whereas the Westminster Parliament tends to dominate UK politics and is the main focus for lobbying by pressure groups in the UK The role of the US Supreme Court in particular to interpret the US Constitution gives interest groups a further access point and makes the US Supreme Court a focus for interest group activity in areas that may not have been directly legislated on, whereas UK pressure groups are generally less likely to use the judicial route because the UK Supreme Court is unable to declare Acts of Parliament unconstitutional

	<ul style="list-style-type: none"> US interest groups are more able to use direct lobbying and electoral funding to help influence the political agenda whereas regulations on funding in the UK are more strict The lack of party discipline in the US Congress also gives US interest groups more opportunities to influence the political agenda, unlike the UK where the political agenda is controlled by the executive 	<ul style="list-style-type: none"> This allows US interest groups to directly affect the legislative process by, for example, suggesting amendments or proposing legislation. Pressure groups in the UK can and do also suggest amendments or legislation, but are unable to form iron triangles because of the fusion of powers in the UK system. The rise of PACs and Super PACs in the US has increased the ability of interest groups to indirectly campaign in favour of or against certain parties/policies/candidates, whereas campaigning in the UK is more strictly controlled by the Electoral Commission, making pressure groups in the UK less likely to directly campaign in elections This allows US interest groups to lobby individual congressmen to introduce debates or legislation related to their issue, whereas in the UK pressure groups need to get the attention and support of the government to have their issue placed on the political agenda
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Question number	AO1 (6 Marks)	AO2 (6 Marks)
1(b)	<p>Candidates may demonstrate the following knowledge and understanding (AO1) when examining the ways in which devolution in the UK and federalism in the US differ.</p> <ul style="list-style-type: none"> Devolution in the UK is a fairly recent phenomenon, only being introduced in 1999 in Scotland and Wales and Northern Ireland after referendums in the regions, whereas federalism is one of the founding principles of the US system of government The UK Constitution is not a formally entrenched one, which means that devolution was passed by an Act of Parliament, unlike federalism in the US which is entrenched in the US Constitution 	<p>Candidates may refer to the following analytical points (AO2) examining the ways in which devolution in the UK and federalism in the US differ.</p> <ul style="list-style-type: none"> This means that the principles behind devolution are more flexible and more easily amended, as was the case after the 2014 Scottish independence referendum when an increase in power was promised to the Scottish Parliament after a close result in favour of unity. Federalism, however, is a more permanent feature of the US system of government. This means that devolution can, in theory, be revoked, or can be expanded with additional powers or further devolution being granted. For example, with the expansion of devolution with the introduction of mayors in London and Manchester. Whereas historically in US federalism, the balance of power between the states and federal government has fluctuated with the actions/laws of President/Congress and the interpretation of the constitution by the Supreme Court. It is also highly unlikely that secession of states in the US would be granted or sought by individual states.

	<ul style="list-style-type: none"> • Devolution bodies have a fusion of powers whereas federalism enshrines separation of powers in the state governments • Legal sovereignty in the UK still remains with the central government unlike in the US where legal sovereignty is considered to be shared between the state and federal governments • Federalism in the US is equal amongst the states whereas devolution is asymmetric in the UK 	<ul style="list-style-type: none"> • The devolved bodies have executives that are drawn from the legislative bodies, whereas both the states and the federal government elect executives separately from the legislature • This means that the UK central government is still ultimately able to revoke the powers of the devolved bodies and make decisions on their behalf e.g. on Brexit, whereas the state and the federal governments have powers explicitly granted or reserved to them by the US Constitution • This means that the individual states in the US have equal powers to make legislation or to try to influence national legislation, whereas the experience of devolution in the UK depends on the region you live in. For example, the Scottish Parliament was originally given limited tax powers whereas the Welsh Assembly was not
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis (AO1). • 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).
Level 2	4–6	<ul style="list-style-type: none"> • 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). • 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).
Level 3	7–9	<ul style="list-style-type: none"> • 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). • 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).
Level 4	10–12	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1). • 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).

9PL0: Comparative Politics - USA

Paper 3A, Section A

Autumn 2020

EITHER

- 1** (a) Examine how the powers of the US Congress and the UK Parliament are limited in different ways.

(12)

OR

- (b) Examine the ways in which the roles of the US President and the UK Prime Minister are different.

(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.
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- 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	AO1 (6 Marks)	AO2 (6 Marks)
1(a)	<p>Candidates may demonstrate the following knowledge and understanding (AO1) of the ways in which the powers of the US Congress and the UK Parliament are limited in different ways:</p> <ul style="list-style-type: none"> • Bicameral structure exists in both countries, but the powers of the chambers in the US are more equal than in the UK- this suggests that the power of the Lords in the UK in particular are more limited • Separation of powers exists in the US whereas the UK has fusion of powers: this can lead to gridlock in the US but allows the executive to dominate in the UK 	<p>Candidates may refer to the following analytical points (AO2) of the ways in which the powers of the US Congress and the UK Parliament are limited in different ways:</p> <ul style="list-style-type: none"> • The Lords is perceived to be less important in the legislative process in the UK as it is the unelected chamber, but the US House and Senate have their own exclusive constitutional powers, e.g. power of the purse and foreign affairs • This means that the Senate and the House play an equal role in passing legislation, but are limited by the potential for gridlock that can prevent effective legislation. In the UK, however, the Parliament Acts allow the House of Commons to effectively overrule the House of Lords on legislation, so preventing the Lords from checking government power effectively
	<ul style="list-style-type: none"> • The US executive has explicit checks on the legislative branches through the presidential veto • Fixed term elections exist in both countries, although the Lords are not elected in the UK, which means that members of the Commons and both chambers in the US have to consider the proximity of elections when scrutinising the executive and passing legislation • Both legislatures are limited in how effective they can be by the party system 	<ul style="list-style-type: none"> • However, there is no equivalent in the UK, as the final legislative stage of the Royal Assent is a mere formality and so not an effective limitation on the power of parliament - whereas presidential vetoes can and do prevent legislation from passing - and can only be overturned by a 2/3 vote in both chambers of Congress • This particularly affects members of the House of Representatives who have a very short election cycle and are often criticised for paying more attention to the 'folks back home' than the national interest • Increasing partisanship in both countries leads to further gridlock, particularly in the case of divided government in the US or if there is not a strong majority in the UK House of Commons

Question number	AO1 (6 Marks)	AO2 (6 Marks)
1(b)	<p>Candidates may demonstrate the following knowledge and understanding (AO1) of the ways in which the roles of the US President and the UK Prime Minister are different:</p> <ul style="list-style-type: none"> Separation of powers in the US means that the president is not the direct head of the government, whereas the UK has fusion of power Both the US President and the UK Prime Minister make appointments to the Cabinet, but only the US president is required by the Constitution to seek approval of his appointments The US President has the ability to sign and veto legislation, whereas the UK Prime Minister cannot veto legislation and the final signature on bills is the Royal Assent 	<p>Candidates may refer to the following analytical points (AO2) of the ways in which the roles of the US President and the UK Prime Minister are different:</p> <ul style="list-style-type: none"> This means that UK prime ministers usually have more direct influence over the legislature as the head of the dominant party in parliament This allows the UK Prime Minister considerably more flexibility in choosing the Cabinet, however, s/he is also constrained by the requirement to choose cabinet members from within parliament, whereas the US President must choose from outside the legislative branch UK prime ministers are therefore unable to completely block legislation they disagree with - however, as the UK Prime Minister controls the legislative agenda within Parliament, it is unlikely that a bill s/he does not wish to pass would reach the final stages of the legislative process
	<ul style="list-style-type: none"> The US President has more influence over the judiciary, as all federal and Supreme Court justices are nominated by the President US Presidents have the power of the pardon, which is widely used at key times, e.g. Obama pardoned 142 people in his last month in office 	<ul style="list-style-type: none"> However, the power to appoint judges in the UK lies in the hands of the independent Judicial Appointments Commission rather than with the UK Prime Minister There is no equivalent power of pardon for UK prime ministers - this power is reserved to the monarch, and usually for moral issues e.g. pardoning Alan Turing, whereas the US President can use the pardon for any federal offence except impeachment
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). 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).
Level 2	4-6	<ul style="list-style-type: none"> 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 and evaluation (AO1). 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).
Level 3	7-9	<ul style="list-style-type: none"> 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 and evaluation (AO1). 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).
Level 4	10-12	<ul style="list-style-type: none"> Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). Consistent comparative analysis of aspects of politics, with coherent, logical chains of reasoning, drawing on similarities and differences within aspects of politics, which make relevant connections between ideas and concepts (AO2).

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis (AO1). • 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).
Level 2	4–6	<ul style="list-style-type: none"> • 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). • 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).
Level 3	7–9	<ul style="list-style-type: none"> • 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). • 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).
Level 4	10–12	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis (AO1). • 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).