CAMBRIDGE
International Education

Cambridge International AS Level

US GOVERNMENT & POLITICS **8293/02**

Component 2 Politics **For examination from 2028**

MARK SCHEME

Maximum Mark: 50

Specimen

This document has **16** pages. Any blank pages are indicated.

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General Marking Principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

Guidance on using levels-based mark schemes

Marking of work should be positive, rewarding achievement where possible, but clearly differentiating across the whole range of marks, where appropriate.

The marker should look at the work and then make a judgment about which level is the best fit.
In practice, work does not always match one level precisely so a judgment may need to be made between two or more levels.

Once a best-fit level has been identified, use the following guidance to decide on a specific mark:

- If the candidate's work **convincingly** meets the level, award the highest mark.
- If the candidate's work **adequately** meets the level, award the most appropriate mark in the middle of the range (where middle marks are available).
- If the candidate's work **just** meets the level, award the lowest mark.

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Table A for Question 4

Question 4 assesses the following assessment objectives:

AO1 Knowledge and understanding (4 marks)
- Demonstrate knowledge and understanding of governmental and political ideas, institutions, and procedures.
- Apply knowledge and understanding of legal cases relevant to governmental and political ideas, institutions, and procedures.

AO2 Analysis (4 marks)
- Analyze governmental and political ideas, institutions, and procedures.
- Use, interpret, and analyze data in relation to political ideas, institutions, and procedures.

Use this table to give marks for each candidate response for Question **4**.

Level	Description	Marks
4	**Two explanations** Responses: • Explain why and/or how, or relationships between elements. • Support explanations with relevant information.	7–8
3	**One explanation** Responses: • Explain why and/or how, or relationship between elements. • Support explanation with relevant information.	5–6
2	**Description(s)** Responses: • Show some knowledge and understanding of the demands of the question. • Will be entirely descriptive in approach.	3–4
1	**Identification(s)** Responses: • Identify some relevant material about the topic/issue but are surface-level and/or lacking clear link to the demands of the question.	1–2
0	No creditable response	0

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Table B for Question 5(d)

Question 5(d) assesses the following assessment objectives:

AO1 Knowledge and understanding (2 marks)
- Demonstrate knowledge and understanding of governmental and political ideas, institutions, and procedures.
- Apply knowledge and understanding of legal cases relevant to governmental and political ideas, institutions, and procedures.

AO2 Analysis (6 marks)
- Analyze governmental and political ideas, institutions, and procedures.
- Use, interpret, and analyze data in relation to political ideas, institutions, and procedures.

AO3 Evaluation (2 marks)
- Evaluate governmental and political ideas, institutions, and procedures.
- Make judgments based on evidence relevant to governmental and political ideas, institutions, and procedures.

Use this table to give marks for each candidate response for Question **5(d)**.

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Level	Description	Marks
5	**Responses develop an evaluative judgment about the usefulness of the data** Responses: • Are focused and contain clear analysis of the strengths **and** weaknesses of the data. • Are consistently supported by relevant and detailed evidence. • Show clear evaluative judgment of the usefulness of the data.	9–10
4	**Responses explain usefulness of the data based on its strengths <u>and</u> weaknesses** Responses: • Offer explanation of the strengths **and** weaknesses of the data. • Are supported by mostly relevant and detailed evidence. • May form a conclusion of the usefulness of the data that lacks clear evaluative judgment.	7–8
3	**Responses explain usefulness of the data based on its strengths <u>or</u> weaknesses** Responses: • Offer explanation of the strengths **or** weaknesses of the data. • Are supported by mostly relevant and detailed evidence.	5–6
2	**Responses consider aspects of the question without explanation** Responses: • May provide relevant paraphrase/description with few explicit links to the question. • May provide valid assertions with limited support.	3–4
1	**Responses provide general information about the topic loosely linked to the question focus** Responses: • May provide general information about the topic which is only loosely linked to the question focus. • May have limited relevance but make occasional valid points, which may be fragmentary and disjointed. • May offer some unsupported assertions.	1–2
0	No creditable response	0

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Table C for Question 6(b)

Question 6(b) assesses the following assessment objectives:

AO1 Knowledge and understanding (2 marks)
- Demonstrate knowledge and understanding of governmental and political ideas, institutions, and procedures.
- Apply knowledge and understanding of legal cases relevant to governmental and political ideas, institutions, and procedures.

AO2 Analysis (4 marks)
- Analyze governmental and political ideas, institutions, and procedures.
- Use, interpret, and analyze data in relation to political ideas, institutions, and procedures.

Use this table to give marks for each candidate response for Question **6(b)**.

Level	Description	Marks
3	**Developed comparison(s)** Responses: • Are focused and contain developed comparison(s) of the circumstances of the Supreme Court cases. • Support comparison(s) with relevant information.	5–6
2	**Simple comparison(s)** Responses: • Are focused and contain simple comparison(s) of the circumstances of the Supreme Court cases. • Provide limited support for comparison(s) with some relevant information.	3–4
1	**Description/surface level comparison(s)** Responses: • Identify some relevant material about the Supreme Court cases but comparison(s) are surface-level and/or lacking clear link to the demands of the question.	1–2
0	No creditable response	0

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Table D for Question 6(c)

Question 6(c) assesses the following assessment objectives:

AO1 Knowledge and understanding (4 marks)
- Demonstrate knowledge and understanding of governmental and political ideas, institutions, and procedures.
- Apply knowledge and understanding of legal cases relevant to governmental and political ideas, institutions, and procedures.

AO3 Evaluation (6 marks)
- Evaluate governmental and political ideas, institutions, and procedures.
- Make judgments based on evidence relevant to governmental and political ideas, institutions, and procedures.

Use this table to give marks for each candidate response for Question **6(c)**.

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Level	Description	Marks
5	**Responses develop a comparative judgment based on analysis of the given <u>and</u> alternative perspective(s)** Responses: • Are focused and contain clear analysis that supports **and** challenges the given view/statement. • Are consistently supported by relevant and detailed evidence for the given and alternative perspective(s). • Show clear comparative judgment of the relative strength of the given and alternative perspective(s).	9–10
4	**Responses offer explanation that considers the given <u>and</u> alternative perspective(s)** Responses: • Offer explanation that supports **and** challenges the given view/statement. • Are supported by mostly relevant and detailed evidence for the given and alternative perspective(s). • May form a conclusion that lacks clear comparative judgment.	7–8
3	**Responses offer explanation of the given <u>or</u> alternative perspective(s)** Responses: • Offer explanation that supports **or** challenges the given view/statement. • Are supported by mostly relevant and detailed evidence. • May be aware of alternative perspectives, but these will be described rather than explained.	5–6
2	**Responses consider aspects of the question without explanation** Responses: • May provide relevant description with few explicit links to the question. • May provide valid assertions with limited support.	3–4
1	**Responses provide general information about the topic loosely linked to the question focus** Responses: • May provide general information about the topic which is only loosely linked to the question focus. • May have limited relevance but make occasional valid points, which may be fragmentary and disjointed. • May offer some unsupported assertions.	1–2
0	No creditable response	0

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Question	Answer	Marks
1	**Identify <u>two</u> influences on a voter's political socialization.** Award 1 mark for each relevant point AO1 Knowledge and understanding Indicative content: • family • community • religion • peers • media • personal experience Accept any other valid responses.	**2**
2	**Identify <u>two</u> functions of political parties.** Award 1 mark for each relevant point AO1 Knowledge and understanding Indicative content: • writing platforms • recruiting candidates • fundraising • registering voters • conducting grassroots outreach • trying to win elections • controlling government policies Accept any other valid responses.	**2**

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Question	Answer	Marks
3	**Describe <u>two</u> methods used by interest groups to influence policy.** For each point: Award 1 mark for relevant identification Award a second mark for description in context AO1 Knowledge and understanding Indicative content: • Interest groups attempt to influence policy by lobbying members of government (1) at the local, state and federal levels. (1) • Interest groups also use media campaigns (1) to garner public support for policies they want passed by government officials. (1) Responses may also include: • media campaigns • fundraising • lobbying • research • protests • policy recommendations • supporting politicians who advocate for their favored policies Accept any other valid responses.	**4**

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Question	Answer	Marks
4	**Explain <u>two</u> ways that Martin Luther King Jr.'s "Letter from Birmingham Jail" shaped ideas about non-violent protest.** Use Table A to mark candidate responses to this question. AO1 Knowledge and understanding out of 4 marks AO2 Analysis out of 4 marks Indicative content: • King Jr. argued that it is justified to protest unjust laws that violate human rights. Because of this various subsequent protest movements have argued that civil disobedience is a morally just way to advocate for liberty and equality. • King Jr. argued that non-violent protest has proven successful throughout history. His invocation of other movements, like those organized by Ghandi, encouraged later movements to claim to be using an effective strategy proven by history. • King Jr. argued that non-violent protest puts pressure on governments to act. The success of his attempts to implement this during the 1960s civil rights movement established a precedent for modern protest movements, which hope to realize similar success. • King Jr. argued that non-violent protest is a useful compromise between complacency and extremism. This strategic choice informed how others in his time and after thought about protest movements. • King Jr. argued that non-violent protest has higher odds of attracting the support of white moderates than other forms of protest do. His belief that integration would be a more successful strategy encouraged others to view outsider groups as allies during protest movements. Accept any other valid responses.	**8**

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Question	Answer	Marks
5(a)	**State which generation has the same overall percentage as "Millennials" for attending a rally or demonstration.** AO2 Analysis • Gen Xers	**1**
5(b)	**Identify which generations were the <u>least</u> and the <u>most</u> likely to contact an elected official.** AO2 Analysis • Least likely – Gen Z • Most likely – Baby Boomers	**2**
5(c)	**Analyze <u>one</u> trend in the data between "Gen Z" and "Baby Boomers".** Award 1 mark for identification/description Award a second mark for a simple/partial analysis with supporting evidence Award a third mark for a developed analysis with supporting evidence AO2 Analysis Indicative content: • The category "Contacted an elected official" was lowest (15%) in the youngest generation, Gen Z, and rose into the oldest generation, Baby Boomers (23%) (1). This trend makes sense as older generations came of age in a politically active period that embraced communication with politicians (1) but younger generations, especially Gen Z and Millennials, communicate more on social media and avoid direct communication through more traditional methods that older generations, and elected officials, use more often (1). Responses may also include: • Drop of "Volunteered for a cause" from 30% in Gen Z to 21% for Baby Boomers. • "Avoided buying a particular brand" was the most popular political activity across all surveyed generations. • Gen Z adults "Attended a rally or demonstration" at nearly twice the rate as the rest of the generations. Accept any other valid responses.	**3**

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Question	Answer	Marks
5(d)	**Evaluate how useful the data would be for a politician organizing a re-election campaign in 2024.** Use Table B to mark candidate responses to this question. AO1 Knowledge and understanding out of 2 marks AO2 Analysis out of 6 marks AO3 Evaluation out of 2 marks Indicative content: Useful: • The data allows for comparison across multiple generations. A politician could use this to differ their approach to targeting voters from the different generations. • The data allows for comparison of different types of political engagement. A politician could use this to prioritize how they want to engage voters. For example, they might see that many people avoided buying a particular brand as a political statement, so clearly this is an important way to engage with voters. • The design of data includes very useful characteristics: numerous y-axis values to measure share of respondents; labels above each bar; a detailed key; and generation labels. This provides politicians and campaign managers with accessible information when reading the graph and forming judgments from it. • The data is relevant because it provides recent data that could be used in a 2024 election campaign. This provides political analysts with up-to-date information from which to organize political outreach or draw conclusions about political behavior. Not useful: • The data does not include any mention of the size of the sample, the nature of the sample, the margin of error, or other factors that are critical to understanding the nature of the sample. While politicians in a campaign may find this information interesting, it is hard to draw meaningful conclusions without knowing the sampling methods. • The vague language used in the key allows for wide variation in understanding what some of these terms may mean. The fact that some of these terms are not well defined makes it hard to judge what the results mean. This includes the types of activities in the key, and even the year ranges of the generations, which are up for debate by scholars. • The data does not specify how many times these adults participated in these events. This makes it difficult for a politician to be able to measure exactly where to dedicate their resources. • A politician in the 2024 election would find the evidence limited, because it is lacking in necessary detail. They would want to know about party affiliation, region, and other information to be able to form effective judgments from the data. A candidate seeking office would need to know this information to be able to know how to engage with the political activities of these adults. Accept any other valid responses.	**10**

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Question	Answer	Marks
6(a)	**Describe the constitutional question central to the Supreme Court's reasoning in *Engel v. Vitale* (1962).** AO1 Knowledge and understanding out of 2 marks Award 1 mark for relevant identification Award a second mark for description in context Indicative content: • *Engel v. Vitale* revolves around the Establishment Clause of the First Amendment (1). This clause notes that the government may not establish a state-sponsored religion or encourage the practice of any specific denomination (1).	**2**
6(b)	**Compare the circumstances of *Engel v. Vitale* (1962) and *Santa Fe Independent School District v. Doe* (2000).** Use Table C to mark candidate responses to this question. AO1 Knowledge and understanding out of 2 marks AO2 Analysis out of 4 marks Indicative content: • There are differences in who produced the prayer. In *Engel* the New York Board of Regents wrote the prayer and authorized schools to give it. In *Santa Fe* the prayer was selected by the student body. • There are differences in where the prayer happened. In *Engel* it occurred during the school day within the classroom. In *Santa Fe* it occurred as part of pre-game ceremonies of high school football games. • There are similarities in the state's role in the prayer. In both cases the prayer occurred on and using state property. • There are similarities in the state's role in coercing the speech. In both cases the prayers occurred during state-sponsored activities, so that those present felt compelled to participate in the prayer. Accept any other valid responses.	**6**

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Question	Answer	Marks
6(c)	**"The Supreme Court correctly interpreted the Constitution in *Engel v. Vitale* (1962) and *Santa Fe Independent School District v. Doe* (2000)". How far do you agree with this view?** **Use both cases and your own knowledge to support your answer.** Use Table D to mark candidate responses to this question. AO1 Knowledge and understanding out of 4 marks AO3 Evaluation out of 6 marks Indicative content: Support: • The decisions in both cases correctly used the Establishment Clause from which to base their opinions. Both cases included examples where a school endorsed the practice of praying in public settings. While individuals may pray where and when they want, the government should not be making (or allowing) policies that authorize public places and times for such activity. Challenge: • The decisions in both cases were incorrectly decided because it is not illegal to pray in public, nor for the government to allow it, so long as it is not required, or of a given denomination. The Free Exercise Clause protects this right. • *Engel* was correctly decided but *Santa Fe* was not. This is because in *Engel* a state governmental body formally passed a rule that *did* endorse school prayer in violation of the Establishment Clause. In *Santa Fe*, however, the policy was voted on by students, not organized by the school. In *Santa Fe*, the policy was also never put into practice, which brings into question how the court could rule on a hypothetical illegal activity. Accept any other valid responses.	**10**

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