



National
Qualifications
2019

2019 Politics

Higher Paper 1

Finalised Marking Instructions

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General marking principles for Higher Politics

Always apply these general principles. Use them in conjunction with the detailed marking instructions, which identify the key features required in candidates' responses.

- (a) Always use positive marking. This means candidates accumulate marks for the demonstration of relevant skills, knowledge and understanding; marks are not deducted for errors or omissions.
- (b) If a candidate response does not seem to be covered by either the principles or detailed marking instructions, and you are uncertain how to assess it, you must seek guidance from your team leader.
- (c) Where a candidate does not comply with the rubric of the paper and answers more than one optional question, mark both responses and record the better mark.
- (d) Marking must be consistent. Never make a hasty judgement on a response based on length, quality of handwriting or a confused start.
- (e) Use the full range of marks available for each question.
- (f) The detailed marking instructions are not an exhaustive list. Award marks for other relevant points.
- (g) Award marks only where points relate to the question asked. Where candidates give points of knowledge without specifying the context, award marks unless it is clear that they do not refer to the context of the question.
- (h) To gain knowledge/understanding marks, points must be
 - i. relevant to the issue in the question
 - ii. developed (by providing additional detail, exemplification, reasons or evidence)
 - iii. used to respond to the demands of the question (for example, evaluate, analyse)

Marking principles for each question type

For each of the question types the following provides an overview of marking principles. The types of questions used in this paper are

- Statement or given view. Discuss . . . [20-mark extended response]
- To what extent . . . [20-mark extended response]
- Analyse . . . [12-mark extended response]
- Evaluate . . . [12-mark extended response]
- Compare . . . [12-mark extended response]

Extended response questions (12 or 20 marks)

For 12-mark responses: award up to a maximum of **8 marks** for knowledge and understanding (description, explanation and exemplification); award the remaining marks for demonstration of the higher-order skill of analysis. Where a candidate makes more analytical points than are required to gain the maximum allocation of **4 marks**, these can be awarded as knowledge and understanding marks provided they meet the criteria for this.

For 20-mark responses: award up to **8 marks** for knowledge and understanding (description, explanation and exemplification); award the remaining marks for demonstration of the higher-order skills of analysis **and** evaluation **and** structured argument. Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, these can be awarded as knowledge and understanding marks provided they meet the criteria for this.

Analyse questions

- Candidates identify parts of an issue, the relationship between these parts and their relationships with the whole; draw out and relate implications.

Compare questions

- Candidates identify differences and/or similarities.

Evaluate questions

- Candidates make a judgement based on criteria; determine the value of something.

Discuss questions

- Candidates communicate ideas and information on the issue in the statement; candidates gain marks for analysing and evaluating different views of the statement/viewpoint.

To what extent questions

- Candidates analyse the issue in the question and come to a conclusion or conclusions which involve an evaluative judgement which is likely to be quantitative in nature.

General marking guidelines for extended-response (20 marks)

	1 mark	2 marks	3 marks	4 marks	5 marks	6 marks
<p>Knowledge and understanding scope</p> <p>Award up to 5 marks.</p>	One aspect with some description.	Two aspects, each with some description. OR One aspect with detailed description.	Three aspects, each with some description. OR Two aspects with detailed description.	Four aspects covered, each with some description. OR Three aspects with detailed descriptions.	Four aspects with detailed descriptions.	
<p>Knowledge and understanding development</p> <p>Award up to 5 marks.</p> <p>A total of 8 marks overall awarded for knowledge and understanding.</p>	One aspect is developed with some explanations and/or exemplification.	Two aspects are developed, each with some explanation and/or exemplification. OR One aspect is developed with detailed explanation and/or exemplification.	Three aspects are developed, with some explanation and/or exemplification. OR Two aspects developed, one with detailed explanation and/or exemplification.	Three or more aspects are developed, with extended explanation and /or relevant exemplification.	Three or more aspects are developed, with extended and accurate explanations and development of points (showing where relevant a high level of theoretical/ conceptual understanding) with relevant exemplification.	
<p>Analysis*</p> <p>Award up to 6 marks.</p>	<p>Award 1 mark for each analytical statement which analyses the aspects in terms of the question.</p> <p>Award up to a maximum of 2 marks for an analytical statement with supporting justification or evidence.</p> <p>Award a maximum of 4 marks for multiple comments which only focus on an individual aspect.</p>					

	1 mark	2 marks	3 marks	4 marks	5 marks	6 marks
Structure Award up to 2 marks.	Clear structure that addresses the issue identified in the question.	Structure that clarifies the issue, presents evidence and develops a clear and consistent line of argument.				
Conclusions* Award up to 4 marks.	A straightforward conclusion that deals with the central issue in the question.	A straightforward conclusion that deals with and evaluates the central issue in the question.	A developed conclusion that directly addresses and provides an evaluation of the central issue(s) in the question.	A developed and well-argued conclusion with justifications that directly address and evaluate the central issue(s) in the question.		

*Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.

General marking guidelines for extended-response (12 marks)

	1 mark	2 marks	3 marks	4 marks
<p>Knowledge and understanding scope</p> <p>Award up to 4 marks.</p>	<p>One aspect, with some description.</p>	<p>Two aspects, each with some description. OR One aspect, with detailed description.</p>	<p>Three aspects, each with some description. OR Two aspects, one with detailed description.</p>	<p>Three aspects, two with detailed description. OR Two aspects, each with detailed description – these should include the key points.</p>
<p>Knowledge and understanding development</p> <p>Award up to 4 marks.</p> <p>A total of 8 marks overall awarded for knowledge and understanding.</p>	<p>One aspect is developed, with some explanation and/or exemplification.</p>	<p>Two aspects are developed, each with some explanation and/or exemplification. OR One aspect is developed with detailed explanation and/or exemplification.</p>	<p>Three aspects are developed, with some explanation and/or exemplification. OR Two aspects developed, one with detailed explanation and/or exemplification.</p>	<p>Three aspects developed, two with detailed explanation and/or exemplification. OR Two aspects are developed, with extended explanation and relevant exemplification.</p>
<p>Analysis</p> <p>Comments that identify relationships/implications/make judgements.</p> <p>Award up to 4 marks.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of 4 marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p>	<p>One relevant and accurate analytical comment.</p>	<p>Two different relevant and accurate analytical comments. OR One extended and/or justified/exemplified analytical comment.</p>	<p>Three different relevant and accurate analytical comments. OR Two different relevant and accurate analytical comments, at least one of which is extended and/or justified/exemplified.</p>	<p>Three relevant and accurate analytical comments, at least one of which is extended and/or justified or exemplified. OR Two different relevant and accurate analytical comments, both of which are extended and/or justified/exemplified.</p>

Marking instructions for each question

Section 1 – Political theory

Question		General marking instructions	Max mark	Specific marking instructions for this question
1.	(a)	<p>Candidates must demonstrate knowledge and understanding of key features of political concepts, ideologies or theories as appropriate to the question, and any links between them.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	12	<p>Knowledge and understanding Award marks where candidates refer to the following aspects of the question.</p> <ul style="list-style-type: none"> • power as the ability to get someone to do something which they would not have done otherwise through the use of threats, sanctions, manipulation or rewards • Lukes’ first face of power: the open face of power, where the decision-making process is considered to be relatively transparent • Lukes’ second face of power: the secretive face of power, in which the political agenda is set behind closed doors • Lukes’ third face of power: evident where power is the ability to manipulate the opinions of others in order to persuade them that what is being proposed is desirable. <p>Award marks for any other relevant points.</p> <p>Possible response The following response would be awarded 1 mark as it contains one aspect with some description. (1 mark)</p> <p><i>Lukes’ third face of power is known as the ability to shape desires. This type of power is the ability to change what someone thinks they need or want which may go against their best interests.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded 2 marks as it as it contains one aspect with detailed description. (2 marks)</p> <p><i>Lukes' third face of power is known as the ability to shape desires. This type of power is the ability to change what someone thinks they need or want which may go against their best interests. Lukes argued here that those in power are able to manipulate society into believing that they are acting in their best interests. Lukes pinpointed that this was the most insidious face of power.</i></p> <p>The following response would be awarded 3 marks as it contains one aspect with detailed description (2 marks) and development with exemplification. (1 mark)</p> <p><i>Lukes' third face of power is known as the ability to shape desires. This type of power is the ability to change what someone thinks they need or want which may go against their best interests. Lukes argued here that those in power are able to manipulate society into believing that they are acting in their best interests. Lukes pinpointed that this was the most insidious face of power.</i></p> <p><i>For example, former PM Tony Blair insisted that clear evidence existed that Iraq under Saddam Hussein possessed Weapons of Mass Destruction. This argument was used to justify the invasion of Iraq. However, once the invasion was undertaken it emerged that Iraq did not possess WMD and this led to claims that that the WMD claim had been used by Tony Blair in order to manipulate public opinion.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. 		<p>Analysis Award up to 2 marks for comments that analyse Lukes' three faces of power. To gain 4 marks candidates must make detailed analytical comments on at least two of the aspects of the question, otherwise award a maximum of 3 marks.</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical comment. (1 mark)</p> <p><i>The first face of power was classified by Lukes as the open face. Here, the exercise of power is transparent and we can see who is using it and when it is being exercised. Lukes categorised the other two faces as the closed faces of power as it was not clear when this power was being used or who was wielding this power.</i></p> <p>The following response would be awarded 2 marks as it is a detailed analytical comment with supporting evidence provided. (2 marks)</p> <p><i>The first face of power was classified by Lukes as the open face. Here, the exercise of power is transparent and we can see who is using it and when it is being exercised. For example, when legislation was passed in parliament it was possible to identify how MPs voted and the impact of pressure groups. Lukes categorised the other two faces as the closed faces of power as it was not clear when this power was being used or who was wielding this power. This shows Lukes' first face of power can be seen as being more democratic than the second and third faces.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Award up to a maximum of 4 marks for analysis.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p> <p>For full marks, candidates must make analytical comments on all aspects of the issue identified in the question.</p>		

Question		General marking instructions	Max mark	Specific marking instructions for this question
	(b)	<p>Candidates must demonstrate knowledge and understanding of key features of political concepts, ideologies or theories as appropriate to the question, and any links between them.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	12	<p>Knowledge and understanding Award marks where candidates refer to the following aspects of the question.</p> <p>Credit reference to the following aspects of the question (candidates must address at least two aspects to achieve full marks).</p> <ul style="list-style-type: none"> • allows government to be in the hands of those with expert knowledge • ordinary citizens don't have to be directly involved • voters choose representatives to make decisions on their behalf • more practical than direct democracy. <p>Award marks for any other relevant points.</p> <p>Candidates must refer to the works of appropriate theorists to gain full marks; otherwise award no more than 8 marks.</p> <p>Possible responses The following response would be awarded 1 mark as it contains one aspect with some description. (1 mark)</p> <p><i>Under representative democracy, there is no expectation that citizens should participate in direct political decision-making such as making laws. Representatives are chosen by voters to make decisions on their behalf and voters can then remove them at a future election if their performance is not seen as satisfactory.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded 2 marks as it contains one aspect with detailed description. (2 marks)</p> <p><i>Under representative democracy, there is no expectation that citizens should participate in direct political decision-making such as making laws. Representatives are chosen by voters to make decisions on their behalf and voters can then remove them at a future election if their performance is not seen as satisfactory. Voters' representatives are given a mandate to act on behalf of the electorate and they receive their authority from this mandate to act. Therefore, popular control of the government is ensured through regular elections whilst voters do not have to actively participate in decision-making.</i></p> <p>The following response would be awarded 3 marks as it contains one aspect with detailed description (2 marks) and development with exemplification. (1 mark)</p> <p><i>Under representative democracy, there is no expectation that citizens should participate in direct political decision-making such as making laws. Representatives are chosen by voters to make decisions on their behalf and voters can then remove them at a future election if their performance is not seen as satisfactory. Voters' representatives are given a mandate to act on behalf of the electorate and they receive their authority from this mandate to act. Therefore, popular control of the government is ensured through regular elections whilst voters do not have to actively participate in decision-making. For example, the Labour Party fought the UK general election of 1997 on key policies such as public services investment, minimum wage and devolution. Therefore, when the electorate put Labour into power, these policies were implemented and Labour were returned to power again in the 2001 general election.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. 		<p>Analysis Award up to 2 marks for comments that analyse the key features of representative democracy. To gain 4 marks candidates must make detailed analytical comments on at least two of the aspects of the question, otherwise award a maximum of 3 marks.</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical comment. (1 mark)</p> <p><i>When compared to direct democracy, one of representative democracy's key strengths is the fact that decision-making is placed in the hands of those with expertise. Therefore, the result should be a better system of decision-making.</i></p> <p>The following response would be awarded 2 marks as it is a detailed and analytical comment with supporting evidence provided. (2 marks)</p> <p><i>When compared to direct democracy, one of representative democracy's key strengths is the fact that decision-making is placed in the hands of those with expertise. Therefore, the result should be a better system of decision-making. However, it has been argued that because of this, too much power could be given to self-serving politicians who do not act in the interests of the electorate but rather in their own interests. For example, US politicians have been accused of serving powerful corporate interests in order to raise funds for their election campaigns and this had led to accusations that it enables rich businessmen to effectively buy politicians.</i></p>

Question		General marking instructions	Max mark	Specific marking instructions for this question
		<p>Award up to a maximum of 4 marks for analysis.</p> <p>Where a candidate makes more analytical points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p> <p>For full marks, candidates must make analytical comments on all aspects of the issue identified in the question.</p>		

Section 2 – Political systems

Question		General marking instructions	Max mark	Specific marking instructions for this question
2.	(a)	<p>Candidates must demonstrate knowledge and understanding of key features of two political systems, as appropriate to the question, and any links between them.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	20	<p>Knowledge and understanding Award marks where candidates refer to the following aspects of the question;</p> <p>For example, if a candidate chooses the UK and USA</p> <ul style="list-style-type: none"> • sources of the constitution (that is for UK – statute law, common law, conventions, works of authority, EU treaties etc) • key constitutional principles (that is federalism, separation of powers, parliamentary supremacy, unitary state etc) • codified and uncodified constitutions • flexibility and process of amendment • role and influence of the judiciary in interpreting the constitution. <p>Award marks for any other relevant points.</p> <p>Candidates must address both parts of the statement; otherwise award no more than 13 marks.</p> <p>Possible responses The following response would be awarded 1 mark as it contains one aspect with some description. (1 mark)</p> <p><i>Both the UK and the USA have constitutions which outline the rights of citizens and the way the Government should be run. The UK constitution is uncodified, has evolved over time and is not written down in a single document, whereas the Constitution in the USA is codified and contained within a single document.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded 2 marks as it contains one aspect with detailed description. (2 marks)</p> <p><i>Both the UK and the USA have constitutions which outline the rights of citizens and the way the Government should be run. The UK constitution is uncodified, has evolved over time and is not written down in a single document, whereas the Constitution in the USA is codified and contained within a single document. In the UK, the constitution is derived from a number of sources such as statute law, common law, conventions and works of authority. In the USA, the Constitution was ratified in 1789 and is based on key ideas such as limited government, freedom and rights.</i></p> <p>The following response would be awarded 4 marks as it contains one aspect with detailed description (2 marks) and a high degree of development based on highly relevant exemplification and detailed explanations. (2 marks)</p> <p><i>Both the UK and the USA have constitutions which outline the rights of citizens and the way the Government should be run. The UK constitution is uncodified, has evolved over time and is not written down in a single document, whereas the Constitution in the USA is codified and contained within a single document. In the UK, the constitution is derived from a number of sources such as statute law, common law, conventions, and works of authority. A number of freedoms are derived from specific pieces of legislation, for example the Habeas Corpus Act. The UK constitution is also currently subject to European Law, although there is some uncertainty about what will happen in this area, post-Brexit.</i></p> <p><i>In the USA, the Constitution was ratified in 1789 and is based on key ideas such as limited government, freedom and rights. A number of key rights are enshrined in the US Constitution, the most significant are included in the Bill of Rights. For example, freedom of speech, assembly and religion are all enshrined in the first amendment.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Analysis Award up to 6 marks for answers that provide a high degree of analytical commentary, for example;</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical statement. (1 mark)</p> <p><i>As a result of being codified there is a very clear process for making changes to the US Constitution. This process means that it is quite difficult to amend the US Constitution. However, it is much easier to make changes to the UK constitution. Any Act of Parliament will change the UK constitution.</i></p> <p>The following response would be awarded 2 marks due to additional justification and supporting evidence. (2 marks)</p> <p><i>As a result of being codified there is a very clear process for making changes to the US Constitution. This process means that it is quite difficult to amend the US Constitution. There have only been 27 successful amendments out of around 11,000 proposed amendments. However, it is much easier to make changes to the UK constitution. Any Act of Parliament can change the UK constitution. The UK moved quickly after the Dunblane shootings in 1996 to ban handguns, on the other hand, due to their constitutional position on guns, this is not possible in the US and it is unlikely that any gun control legislation would be enacted as a result.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Conclusion(s) Candidates must reach a conclusion(s), make a judgement(s) or evaluative comment(s) about the issue in the question.</p> <p>Evaluation involves making judgements and/or drawing conclusions on</p> <ul style="list-style-type: none"> • the extent to which a view is supported by the evidence • the relative importance of factors • counter-arguments, including possible alternative interpretations • the overall impact/significance of the factors when taken together. <p>Although some candidates may offer a summative conclusion, many candidates develop detailed conclusions throughout their answers and you should award marks to these accordingly.</p>		<p>Conclusion Award up to 4 marks for a conclusion(s) based on the candidate's attempts to address the issue framed in the question. Candidates must also provide an evaluation/judgement of the issue addressed in the question.</p> <p>The following response would be awarded 1 mark as it provides a straightforward conclusion which attempts to deal with the central issue as identified by the question. (1 mark)</p> <p><i>In conclusion, there is a significant difference between the importance of the constitutions of the USA and the UK. The US Constitution is viewed as supreme whereas in the UK, parliament is supreme.</i></p> <p>The following response would be awarded 2 marks as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question. (2 marks)</p> <p><i>In conclusion, there is a significant difference between the importance of the constitutions of the USA and the UK. The US Constitution is viewed as supreme whereas in the UK, parliament is supreme. As a result, parliament can make changes to the constitutional arrangements by passing legislation. In the US, legislation is limited by the constraints of the Constitution. Therefore, the US Constitution is more important.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Structure Award up to 2 marks for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p>The following response would be awarded 4 marks as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question. (4 marks)</p> <p><i>In conclusion, there is a significant difference between the importance of the constitutions of the USA and the UK. The US Constitution is viewed as supreme whereas in the UK, parliament is supreme. As a result, parliament can make changes to the constitutional arrangements by passing legislation. In the US, legislation is limited by the constraints of the Constitution. Although the functions they perform can be considered to be similar, there continues to be great differences between the two constitutions in areas such as flexibility and the process of amending the constitution. The US Constitution is also based on different principles than the UK constitution. For example, the US is a federal state whereas the UK is a unitary state. A significant difference between the two political systems is the power of the judiciary. In the US, the judiciary can overturn legislation passed by Congress through its power of judicial review. In the UK, the courts do not have the ability to strike down legislation passed by parliament. As a result it can be argued that the US Constitution has a much more important position. Consequently it is the case that both the key features and the importance of the Constitution in the USA is quite different to that in the UK.</i></p> <p>Structure Award up to 2 marks for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction, and have a clear structure with a developed line of argument. Award low or 0 marks to answers which do not explicitly identify or address the key issue in the question, or which are poorly-structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

Question		General marking instructions	Max mark	Specific marking instructions for this question
	(b)	<p>Candidates must demonstrate knowledge and understanding of key features of two political systems, as appropriate to the question, and any links between them.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	20	<p>Knowledge and understanding Award marks where candidates refer to the following aspects of the question;</p> <p>For example, if a candidate chooses UK and the USA</p> <ul style="list-style-type: none"> • the extent of government control of parliament and the impact of party discipline in the UK • the separation of powers and the autonomy of representatives in Congress • the role of parliamentary committees in scrutinising the actions of government in the UK and congressional committees in the USA • parliamentary procedures such as adjournment debates in the UK, ten-minute rule bills, parliamentary consideration of opposition motions and Question Time • the role of the House of Lords in the UK • Senate approval in the USA. <p>Award marks for any other relevant points.</p> <p>Possible responses The following response would be awarded 1 mark as it contains one aspect with some description. (1 mark)</p> <p><i>In the UK, Prime Minister's Question Time offers an opportunity for MPs to regularly challenge the Government on its actions and policies. In the USA, as a result of the separation of powers, they do not have a question time but they can compel members of the Administration to attend highly publicised congressional hearings.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded 2 marks as it contains one aspect with detailed description. (2 marks)</p> <p><i>In the UK, Prime Minister’s Question Time offers an opportunity for MPs to regularly challenge the Government on its actions and policies. This happens every Wednesday at 12:00 pm. It is known for being quite theatrical and dramatic where the opposition try and catch the Prime Minister out, so that they struggle to answer the questions.</i></p> <p><i>In the USA, as a result of the separation of powers, they do not have a question time but they can compel members of the Administration to attend highly publicised congressional hearings. Members of the executive branch can be compelled to answer questions under oath.</i></p> <p>The following response would be awarded up to 4 marks as it contains one aspect with detailed description (2 marks) and a high degree of development based on highly relevant exemplification and detailed explanations. (2 marks)</p> <p><i>In the UK, Prime Minister’s Question Time offers an opportunity for MPs to regularly challenge the Government on its actions and policies. This happens every Wednesday at 12:00 pm. It is known for being quite theatrical and dramatic where the opposition try and catch the Prime Minister out, so that they struggle to answer the questions.</i></p> <p><i>A recent example would be Jeremy Corbyn tackling Theresa May on the issue of Brexit. He took this opportunity to question the Prime Minister on the lack of progress in the Brexit negotiations and the splits within the Cabinet on this issue.</i></p> <p><i>In the USA, as a result of the separation of powers, they do not have a question time but they can compel members of the Administration to attend highly publicised congressional hearings. Members of the executive branch can be compelled to answer questions under oath. For example, when Hillary Clinton was secretary of state she appeared a number of times before congressional committees to answer questions on the Benghazi attacks. This enabled members of the House of Representatives to find out about the actions and responses of the state department to the attacks that took place on that night.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award these as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Analysis Award up to 6 marks for answers that provide a high degree of analytical commentary, for example;</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical statement. (1 mark)</p> <p><i>In both the UK and the USA committees can scrutinise the work of the executive, however there are marked differences between the two. One key difference is that congressional committees in the USA have bigger budgets and more staff compared to the committees in the UK which means they have more resources to carry out investigations.</i></p> <p>The following response would be awarded 2 marks due to additional justification and supporting evidence. (2 marks)</p> <p><i>In both the UK and the USA committees can scrutinise the work of the executive, however there are marked differences between the two. One key difference is that congressional committees in the USA have bigger budgets and more staff compared to the committees in the UK which means they have more resources to carry out investigations. The congressional investigations into the Benghazi attacks cost almost \$30 million and took nearly 800 days to complete. UK parliamentary committees would not have access to this level of funding and resources and critics have claimed this limits their ability to carry out effective scrutiny.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Conclusion(s) Candidates must reach a conclusion(s), make a judgment(s) or evaluative comment(s) about the issue in the question.</p> <p>Evaluation involves making judgments and/or drawing conclusions on</p> <ul style="list-style-type: none"> • the extent to which a view is supported by the evidence • the relative importance of factors • counter-arguments, including possible alternative interpretations • the overall impact/significance of the factors when taken together. <p>Although some candidates may offer a summative conclusion, many candidates will develop detailed conclusions throughout their answers and you should award marks to these accordingly.</p>		<p>Conclusion Award up to 4 marks for a conclusion(s) based on the candidate's attempts to address the issue framed in the question. Candidates must also provide an evaluation/judgement of the issue addressed in the question.</p> <p>The following response would be awarded 1 mark as it provides a straightforward conclusion which attempts to deal with the central issue as identified by the question. (1 mark)</p> <p><i>In conclusion, the executive is scrutinised more effectively by the legislature in the US than in the UK.</i></p> <p>The following response would be awarded 2 marks as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question. (2 marks)</p> <p><i>In conclusion, the executive is scrutinised more effectively by the legislature in the US than in the UK. In the UK, there are very limited opportunities and resources for parliamentary scrutiny whereas in the USA, the system of checks and balances and the separation of powers ensure that one of the key roles of Congress is to effectively scrutinise the executive.</i></p> <p>The following response would be awarded 4 marks as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question. (4 marks)</p> <p><i>In conclusion, the executive is scrutinised more effectively by the legislature in the US than in the UK. In the UK, there are very limited opportunities for parliamentary scrutiny whereas in the USA, the system of checks and balances and the separation of powers ensure that one of the key roles of Congress is to effectively scrutinise the executive. In the UK, the Prime Minister can usually depend on a greater level of party loyalty and for their MPs to 'toe the party line', whereas the US President does not have the same level of control due to the separation of powers. Arguably, US politicians can be seen to be more independent and less likely to be influenced by party loyalty than those in the UK.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Structure Award up to a 2 marks for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p><i>There are also noticeable differences such as the disparity between the UK and the USA in relation to issues like budgets and staffing, ultimately meaning that congressional committees could be considered to be more effective when scrutinising the work of the executive.</i></p> <p>Structure Award up to 2 marks for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction, and have a clear structure with a developed line of argument. Award low or 0 marks to answers which do not explicitly identify or address the key issue in the question, or which are poorly-structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

Section 3 – Political parties and elections

Question		General marking instructions	Max mark	Specific marking instructions for this question
3.	(a)	<p>Candidates must demonstrate knowledge and understanding of political parties and factors affecting their electoral performance.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	20	<p>Knowledge and understanding Award marks where candidates refer to the following aspects of the question</p> <ul style="list-style-type: none"> • the rational choice model: self-interest and consumer voting • issue voting • party leadership • campaigns • competence and reputation of political parties • sociological model and the role of social class in influencing voting behaviour • other socio-economic factors such as age, gender, region • party identification model. <p>Award marks for any other relevant points.</p> <p>Candidates must address all three aspects of the mandatory content for voting behaviour to gain full marks; otherwise award no more than 13 marks.</p> <p>Possible responses The following response would be awarded 1 mark as it contains one aspect with some description. (1 mark)</p> <p><i>The rational choice model of voting is about voting according to self-interest. This model views voters as consumers who will make a political choice based on which party will benefit them the most. This theory of voting behaviour focuses more on short-term factors.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded 2 marks as it contains one aspect with detailed description. (2 marks)</p> <p><i>The rational choice model of voting is about voting according to self-interest. This model views voters as consumers who will make a political choice based on which party will benefit them the most. This theory of voting behaviour focuses more on short-term factors. The rational choice model tends to be more prevalent in countries where the electorate are more educated and have access to a wide range of media outlets. Some psephologists argue that those who adhere to the rational choice model are more knowledgeable of the issues and less likely to be influenced by family or other social networks.</i></p> <p>The following response would be awarded 4 marks as it contains one aspect with detailed description (2 marks) and a high degree of development based on highly relevant exemplification and detailed explanations. (2 marks)</p> <p><i>The rational choice model of voting is about voting according to self-interest. This model views voters as consumers who will make a political choice based on which party will benefit them the most. This theory of voting behaviour focuses more on short-term factors. The rational choice model tends to be more prevalent in countries where the electorate are more educated and have access to a wide range of media outlets. Some psephologists argue that those who adhere to the rational choice model are more knowledgeable of the issues and less likely to be influenced by family or other social networks.</i></p> <p><i>This model is based on the idea that people will vote for who is most likely to make them better off. The state of the economy is one of the most important factors when looking at the rational choice model. The economy is a short-term factor as it changes from election to election. If the economy is doing well, it would be rational to vote for the party who is in charge when the economy is doing well. Politicians have used this to their advantage. Both Gordon Brown and Tony Blair were accused of making a pre-election boom. If people have more money in their pockets and businesses are confident in the government keeping employment steady then people are more likely to vote for the incumbent to keep the economy going well.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Analysis Award up to 6 marks for answers that provide a high degree of analytical commentary, for example;</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical statement. (1 mark)</p> <p><i>The rational choice model means that voters have preferences as to what policies they want. These may be the policies that appeal to them personally or policies they believe in strongly. This interpretation of voting behaviour is in direct contrast to the sociological interpretation of voting behaviour, which is summed up by the famous quote ‘Class is the basis of British party politics; all else is embellishment and detail.’</i></p> <p>The following response would be awarded 2 marks due to additional justification and supporting evidence. (2 marks)</p> <p><i>The rational choice model means that voters have preferences as to what policies they want. These may be the policies that appeal to them personally or policies they believe in strongly. The American political scientist, Anthony Downs, in the 1950s described voters as making the same sorts of decisions as consumers do when they decide which product to buy. Voters have preferences as to what policies they want. These may be the policies that appeal to them personally or policies they believe in strongly such as the importance of free health care. This interpretation of voting behaviour is in direct contrast to the sociological interpretation by his contemporary Peter Pulzer. Pulzer’s interpretation of voting behaviour is based solely on social class. Whilst he acknowledged that other factors existed he did not put any value on these other factors. This is summed up by his famous quote ‘Class is the basis of British party politics; all else is embellishment and detail.’</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Conclusion(s) Candidates must reach a conclusion(s), make a judgement(s) or evaluative comment(s) about the issue in the question.</p> <p>Evaluation involves making judgements and/or drawing conclusions on</p> <ul style="list-style-type: none"> • the extent to which a view is supported by the evidence • the relative importance of factors • counter-arguments, including possible alternative interpretations • the overall impact/significance of the factors when taken together. <p>Although some candidates may offer a summative conclusion, many candidates develop detailed conclusions throughout their answers and you should award marks to these accordingly.</p>		<p>Conclusion Award up to 4 marks for a conclusion(s) based on the candidate's attempts to address the issue framed in the question. Candidates must also provide an evaluation/judgement of the issue addressed in the question.</p> <p>The following response would be awarded 1 mark as it provides a straightforward conclusion which attempts to deal with the central issue as identified by the question. (1 mark)</p> <p><i>In conclusion, compared to the other theories, the rational choice theory of voting behaviour is important in explaining voting behaviour in recent elections.</i></p> <p>The following response would be awarded 2 marks as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question. (2 marks)</p> <p><i>In conclusion, compared to the other theories, the rational choice theory of voting behaviour is important in explaining voting behaviour in recent elections. In elections pre-1970's the sociological model was dominant but it has declined in importance. Party identification is also less relevant as there has been a decline in the long-term attachment voters have to a political party. This means that the rational choice model is now the most relevant.</i></p> <p>The following response would be awarded 4 marks as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question. (4 marks)</p> <p><i>In conclusion, compared to the other theories, the rational choice theory of voting behaviour is important in explaining voting behaviour in recent elections. In elections pre-1970's the sociological model was dominant but it has declined in importance specifically due to class dealignment and the electorates' increase in political literacy. Party identification is also less relevant as there has been a decline in the long-term attachment voters have to a political party. This means that the rational choice model is now the most relevant.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Structure Award up to 2 marks for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p><i>This could be due to an increase in political knowledge with the availability of the internet. This has been compounded by class dealignment which has weakened the link between social class and voting behaviour. Voters are much more volatile than previously and are much less likely to be attached to a political party. This means there is an increase in the number of floating voters. These voters, as they are less likely to be attached to a party, may be much more likely to be influenced by short-term factors such as the effectiveness of a party's campaign, the significance of key policies or the perception of a party's leader. For example, in the 2017 general election there were significant changes in support for the main parties during the campaign and this was attributed to the effectiveness of Labour's campaign, the poor reaction to Conservative manifesto policies such as social care and improving perceptions of Jeremy Corbyn's leadership.</i></p> <p>Structure Award up to 2 marks for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction, and have a clear structure with a developed line of argument. Award low or 0 marks to answers which do not explicitly identify or address the key issue in the question, or which are poorly-structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
(b)	<p>Candidates must demonstrate knowledge and understanding of political parties and factors affecting their electoral performance.</p> <p>Knowledge and understanding Award marks for knowledge and understanding based on</p> <ul style="list-style-type: none"> • the breadth of knowledge covered • the level of detail and description of these points • the accuracy of descriptions and explanations • how these points are developed, taking into account the use of exemplification and the levels of explanations provided. <p>Award up to a maximum of 8 marks for knowledge and understanding.</p>	20	<p>Knowledge and understanding Award marks where candidates refer to the following aspects of the question</p> <ul style="list-style-type: none"> • traditional grassroots campaigning such as canvassing and leafleting • ground work and mobilising local turnout • the work of local parties and volunteers • the use of new technology such as the use of social media (Facebook, Twitter etc) • voter databases and mobile apps • video sharing platforms and online advertising • impact of these strategies on electoral performance of parties through factors such as affecting turnout and targeting specific categories of voters, for example young voters, mobilising supporters, fundraising, efficient allocation of resources and levels of support. <p>Award marks for any other relevant points.</p> <p>Possible responses The following response would be awarded 1 mark as it contains one aspect with some description. (1 mark)</p> <p><i>Political parties try to improve support by distributing campaign information via campaign leafleting. They may also use new technology to get the electorate to vote for them by communicating with them through social media.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
			<p>The following response would be awarded 2 marks as it contains one aspect with detailed description. (2 marks)</p> <p><i>At the grassroots level, political parties try to improve support by distributing campaign information via campaign leafleting. Most political parties deliver leaflets containing information on their manifestos, designed to inform voters of key themes of the party's campaign. They may also use new technology to get the electorate to vote for them by communicating with them through social media. Most political parties send political Facebook adverts to voters to promote their policies and attempt to rally their support.</i></p> <p>The following response would be awarded up to 4 marks as it contains one aspect with detailed description (2 marks) and a high degree of development based on highly relevant exemplification and detailed explanations. (2 marks)</p> <p><i>At the grassroots level, political parties try to improve support by distributing campaign information via campaign leafleting. Most political parties deliver leaflets containing information on their manifestos, designed to inform voters of key themes of the party's campaign. In the 2015 general election spending on mailshots and market research from all political parties was £22.1 million; this was an increase from £12.3 million in 2005. In Northern Ireland, spending on unsolicited election materials such as leaflets was the second highest category of election spending with almost £120,000 being spent on leaflets in 2015. They may also use leaflets to try and make a connection with the electorate as the candidate will come across as a human rather than a career politician and people are more likely to vote for a candidate that seems like a normal person. This was seen with both the Lib Dems' Duncan Hames and UKIP's Mark Reckless whose election leaflets contained the candidates' wives and children prominently.</i></p> <p><i>Political parties try to get the electorate to vote for them by communicating with them through social media. Most political parties send political Facebook adverts to voters to promote their policies and attempt to rally their support. During the 2015 election, the UK's political parties spent about £1.6 million on ads and other media that ran online. The majority of that cash, £1.3 million, was paid to Facebook increasing the number of followers that party leaders and party accounts were reaching, allowing them to engage with and energise voters.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Analysis Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.</p> <p>Award an analysis mark where a candidate uses their knowledge and understanding/a source to identify relevant components (for example, of an idea, theory, argument) and clearly shows at least one of the following</p> <ul style="list-style-type: none"> • links between different components • links between component(s) and the whole • links between component(s) and related concepts • similarities and contradictions • consistency and inconsistency • different views/interpretations • possible consequences/implications • the relative importance of components • understanding of underlying order or structure. <p>Where a candidate makes more analytical/evaluative points than are required to gain the maximum allocation of marks, you may award as knowledge and understanding marks provided they meet the criteria for this.</p>		<p>Analysis Award up to 6 marks for answers that provide a high degree of analytical commentary for example;</p> <p>The following response would be awarded 1 mark as it is a straightforward analytical statement. (1 mark)</p> <p><i>It could be argued that the use of leaflets can still be important at a local level as it allows parties to tailor a message to a geographical area. However, social media also allows messages to be tailored to specific groups of voters within these areas and this suggests social media will have a greater impact on support.</i></p> <p>The following response would be awarded 2 marks due to additional justification and supporting evidence. (2 marks)</p> <p><i>It could be argued that the use of leaflets can still be important at a local level as it allows parties to tailor a message to a geographical area. However, social media also allows messages to be tailored to specific groups of voters within these areas and this suggests social media will have a greater impact on support. For example, the Facebook strategy of promoting Jeremy Corbyn and his policies successfully targeted and engaged younger voters who had not voted in a general election in such large numbers since 1992. This was widely seen to be a significant factor in Labour's unexpectedly good performance in 2017.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Conclusion(s) Candidates must reach a conclusion(s), make a judgement(s) or evaluative comment(s) about the issue in the question.</p> <p>Evaluation involves making judgements and/or drawing conclusions on</p> <ul style="list-style-type: none"> • the extent to which a view is supported by the evidence • the relative importance of factors • counter-arguments, including possible alternative interpretations • the overall impact/significance of the factors when taken together. <p>Although some candidates may offer a summative conclusion, many candidates develop detailed conclusions throughout their answers and you should award marks to these accordingly.</p>		<p>Conclusion Award up to 4 marks for a conclusion(s) based on the candidate's attempts to address the issue framed in the question. Candidates must also provide an evaluation/judgement of the issue addressed in the question.</p> <p>The following response would be awarded 1 mark as it provides a straightforward conclusion which attempts to deal with the central issue as identified by the question. (1 mark)</p> <p><i>In conclusion, while during an election campaign both traditional campaign strategies and new technologies have an impact on the electoral performance of political parties, it is the latter that has the much greater impact.</i></p> <p>The following response would be awarded 2 marks as it provides a straightforward conclusion which deals with the central issue and also attempts to evaluate the statement in the question. (2 marks)</p> <p><i>In conclusion, while during an election campaign both traditional campaign strategies and new technologies have an impact on the electoral performance of political parties, it is the latter that has the much greater impact. Traditional strategies can provide ways to disseminate information but new technology can additionally target this information.</i></p>

Question	General marking instructions	Max mark	Specific marking instructions for this question
	<p>Structure Award up to 2 marks for the structure of the essay as well as the development of a line of argument throughout the candidate's response.</p>		<p>The following response would be awarded 4 marks as it provides a developed and well-argued conclusion with justifications that directly address and evaluate the key issue in the question. (4 marks)</p> <p><i>In conclusion, while during an election campaign both traditional grassroots campaign strategies and new technologies have an impact on the electoral performance of political parties, it is the latter that has the much greater impact. Traditional strategies can provide ways to disseminate information but new technology can additionally target this information. Local support can be affected by grassroots campaigning. In the past, the Liberal Democrats have been seen to be particularly effective in by-elections by successfully using traditional grassroots campaigning strategies. In addition, the Conservatives targeted a number of marginal constituencies in 2015 by bussing in party activists to improve turnout and bolster support. However, there are limits to doing this nationally at a general election. Increasingly, new technology is being seen by parties as having a significant impact on the outcome of the election. For example, by speaking directly to voters through Facebook, Labour was able to neutralise negative mainstream media coverage in 2017. By building up followers and interest online and using these to promote its policies, Labour was able to bypass a predominantly hostile press. In cities with large student populations such as Canterbury, Labour returned its first-ever MP. As well as the benefits of additional support, new technology has also allowed parties to raise funds for their national campaigns via online donations. As new technology allows parties to target their message this mean they can also more efficiently allocate limited resources which may not be possible by using more traditional grassroots methods.</i></p> <p>Structure Award up to 2 marks for structure as well as development of a line of argument throughout the candidate's response.</p> <p>For example, award high marks to answers which define the central issues(s) in the introduction, and have a clear structure with a developed line of argument. Award low or 0 marks to answers which do not explicitly identify or address the key issue in the question, or which are poorly-structured, jumping between different parts of the question and therefore failing to develop a coherent line of argument.</p>

[END OF MARKING INSTRUCTIONS]